

Wednesday, June 11, 2025
Rocketship Public Schools National Board of Directors Meeting (2024-25 Q4)

Meeting Time: 1:00pm
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:
198 W Alma Ave. San Jose, CA 95110
2960 Story Rd San Jose, CA 95116
1700 Cavallo Road, Antioch, CA 94509
370 Wooster Ave. San Jose, CA 95116
70 S. Jackson Ave. San Jose, CA 95116
2351 Olivera Rd, Concord, CA 94520
331 S. 34th St. San Jose, CA 95116
788 Locust St., San Jose, CA 95110
950 Owsley Ave, San Jose, CA 95122
1440 Connecticut Drive, Redwood City, CA 94061
3173 Senter Road San Jose, 95111
2249 Dobern Ave. San Jose, CA 95116
683 Sylvandale Ave San Jose, CA 95111
311 Plus Park Blvd Suite 130, Nashville, TN 37217
185 Spur Ridge Court, Healdsburg CA 95448
351 Linfield Dr, Menlo Park, CA 94025
1101 Gallatin Ave, Nashville, TN 37206
16620 Lower Valley Ridge Dr, Brookfield, Wi 53005
5 S Somerset Ave, Ventnor City NJ 08406
1221 Oriental Gardens Rd, Jacksonville, FL 32207
3290 N. 44th St., Milwaukee, WI 53216
1038 E 21st St., Oakland, CA 94606
455 Golden Oak Dr. Portola Valley CA 94028
1670 Las Plumas Ave, San Jose, CA 95133
9112 Vendome Drive, Bethesda, MD 20817
48487 Middle Creek Trail, Ronan MT 59864
326 Leslie Way, LA, CA 90042
18370 Burbank Blvd., Suite 100, Tarzana CA 91356
5045 Valley Crest Dr #215, Concord CA 94521
30 North 13th Street, San Jose CA 95113

1. Opening Items

A. Call to Order

B. Public comment on off-agenda items

2. Consent Items

A. Approve minutes from the May 28, 2025 meeting of the Board of Directors

B. Approve minutes from the May 28, 2025 special meeting of the Board of Directors

C. Reappoint Mike Fox, Julie Miller, Joey Sloter, Raymond Raven and April Taylor to the Rocketship Board of Directors for a term of two years through June 2027

D. Reappoint Julie Miller (as committee chair) to the Rocketship Audit Committee for the remainder of their term on the Rocketship Board of Directors

E. Reappoint Joey Sloter to the Rocketship Executive Committee for the remainder of their term on the Rocketship Board of Directors

F. Reappoint Mike Fox to the Rocketship Business Committee for the remainder of their term on the Rocketship Board of Directors

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

H. Approve the 2025-26 Rocketship Education Board of Directors Meeting Calendar

3. Information Items

A. Mission Moment

B. Board Updates

4. Action Items: CA Agreements - Review and Approval

A. Approve the Memorandum of Understanding between Rocketship Public Schools and Boys & Girls Clubs of Silicon Valley 2025 Summer Enrichment Program

B. Approve the Agreement with YMCA - Amendment & Renewal Year 2 of 5 Agreement 2025-2026 After School Education and Safety (ASES) Program Grant Expanded Learning Opportunities Program (ELOP) Grant

C. Approve Third Amendment to Memorandum of Understanding (MOU) 2023-2028 between Rocketship Public Schools and Boys & Girls Clubs of Silicon Valley Expanded Learning Opportunity Program

D. Approve Facilities Use Agreement for Rocketship Redwood City Prep

E. Approve the Contract Extension Agreement with Nob Hill Catering, Inc., DBA The LunchMaster

F. Approve the Contract Extension Agreement with Bigbreak, LLC, DBA Chefables

G. Approve the Services Agreement with BrightBee Inc.

5. Action Items: TN Agreements - Review and Approval

A. Approve Amendment 3 of the Food Service Management Contract with SLA Management Inc.

B. Approve the Asset Transfer Agreement (TN)

6. Action Items: CA Operations - Review and Approval

A. Approve the 2025-26 Attendance Calendar for Rocketship Mateo Sheedy, Rocketship Si Se Puede, Rocketship Los Suenos, Rocketship Discovery Prep, Rocketship Alma, Rocketship Fuerza, Rocketship Brilliant Minds and Rocketship Rising Stars

B. Approve Resolution #2025-04 Adopting Literacy Screening Tool for Reading Difficulties

C. Approve Instructional Continuity Plan Addition to School Safety Plan

D. Approve the 2025-26 Rocketship Education Student and Parent Handbook for California

E. Approve the 2025-26 Rocketship Education Employee Handbook for California

7. Action Items: TN Operations - Review and Approval

A. Approve the 2025-26 Rocketship Education Employee Handbook for Tennessee

B. Approve the 2025-26 Rocketship Education Student and Parent Handbook for Tennessee

C. Approve amended leases for Rocketship United Academy, Rocketship Nashville Northeast Elementary and Rocketship Dream Community Prep

8. Action Items: Finance - Review and Approval

A. Approve the Prop 28 Annual Report for Fiscal Year 2024-25 for all thirteen California Rocketship schools

B. Approve 2025-26 Education Protection Account Fund Budget Spending Plans for Rocketship Mateo Sheedy, Rocketship Si Se Puede, Rocketship Los Suenos, Rocketship Mosaic, Rocketship Discovery Prep, Rocketship Brilliant Minds, Rocketship Alma, Rocketship Spark, Rocketship Fuerza, Rocketship Rising Stars, Rocketship Redwood City Prep, Rocketship Futuro, and Rocketship Delta Prep

C. Approve Amended Fiscal Policies

D. Approve the 2025-05 Resolutions of the Board of Directors of Rocketship Education to Establish Authority to Reallocate State and Federal Special Education Funding and to Reallocate Income for Fiscal Year 2024-25

9. Action Items: National CMO Decisions - Review and Approval

A. Approve Lease Agreement for Rocketship Stellar Elementary (WI)

B. Review and Approve the Network Support Fee Deferral and Forgiveness

10. Action Items: LCAP Items - Review and Approval

A. Approve Local Control Accountability Plan (LCAP) Federal Addenda

B. Approve the 2024-25 California School Dashboard Local Indicator data

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

11. Break

12. Action Items: Budget - Review and Approval

A. 2025-26 Annual Planning Review and Approval of 2025-26 Budget and all School Level Budgets

13. Closed Session

A. Conference with Legal Counsel — Existing Litigation 2 Cases - Knox vs RSED and V.R. et. al. vs RSED - Code § 54956.9.

14. Action Items: Report Out

A. Public report on actions taken in closed session

15. Adjournment

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 11, 2025

Item 2A. Approve minutes from the May 28, 2025 meeting of the Board of Directors
We held a Board of Directors meeting on May 28, 2025 and this agenda item puts forth the minutes from the meeting for approval.

Item 2B. Approve minutes from the May 28, 2025 special meeting of the Board of Directors
We held a special meeting of the Board of Directors on May 28, 2025 and this agenda item puts forth the minutes from the meeting for approval.

Item 2C. Reappoint Mike Fox, Julie Miller, Joey Sloter, Raymond Raven and April Taylor to the Rocketship Board of Directors for a term of two years through June 2027

This item reappoints Mike Fox, Julie Miller, Joey Sloter, Raymond Raven and April Taylor to the Rocketship Board of Directors to avoid term expiry.

Item 2D. Reappoint Julie Miller (as committee chair) to the Rocketship Audit Committee for the remainder of their term on the Rocketship Board of Directors

This item reappoints Julie Miller as chair to the Rocketship Audit Committee to avoid term expiry.

Item 2E. Reappoint Joey Sloter to the Rocketship Executive Committee for the remainder of their term on the Rocketship Board of Directors

This item reappoints Joey Sloter to the Rocketship Executive Committee to avoid term expiry.

Item 2F. Reappoint Mike Fox to the Rocketship Business Committee for the remainder of their term on the Rocketship Board of Directors

This item reappoints Mike Fox to the Rocketship Business Committee to avoid term expiry.

Item 2G. 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 2H. Approve the 2025-26 Rocketship Education Board of Directors meeting calendar

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

Rocketship Public Schools National Board of Directors Meeting (2024-25 Q4) (Wednesday, May 28, 2025)
Generated by Cristina Vasquez on Monday, June 2, 2025

1. Opening Items

A. Call to order

At 4:36pm, Mr. Jordan took roll call. With a quorum of board members present, Mr. Jordan called the meeting to order.
Present: Alex Terman, April Taylor, Brian Kilb, Dan Sanchez, Daniel Velasco, Derwin Sisnett, Greg Stanger, Joey Sloter, Julie Miller, Malka Borrego, Michelle Mercado, Rajen Sheth, Ray Raven, Louis Jordan
Absent: Charmaine Detweiler, Deb McGriff, Hugo Castaneda, Mike Fox, Tamara Peterson, Yolanda Bernal Samano

B. Public comment on off-agenda items

At 4:38pm, Mr. Jordan called for public comment on off-agenda items. No members of the public provided comment.

2. Consent Items

A. Approve minutes from the April 2, 2025 meeting of the Board of Directors
B. Approve the 2025-26 School Instructional Calendars for Rocketship Schools in California

At 4:39pm, Mr. Terman made a motion to approve the consent items. This motion was seconded by Mr. Sanchez, and carried unanimously by roll call vote.
Y: Alex Terman, April Taylor, Brian Kilb, Dan Sanchez, Daniel Velasco, Derwin Sisnett, Greg Stanger, Joey Sloter, Julie Miller, Malka Borrego, Michelle Mercado, Rajen Sheth, Ray Raven, Louis Jordan
N: --
Abstain: --

3. Action Items: CA Agreements - Review and Approval

A. Approve the FY 2025-26 Charter School Reporting Agreements
B. Approve the Services Agreement with Swenson and Associates

At 4:40pm, the board discussed action items 3(A-B).
At 4:41pm, Mr. Sanchez made a motion to approve the action items 3(A-B). This motion was seconded by Mr. Stanger, and carried unanimously by roll call vote.
Y: Alex Terman, April Taylor, Brian Kilb, Dan Sanchez, Daniel Velasco, Derwin Sisnett, Greg Stanger, Joey Sloter, Julie Miller, Malka Borrego, Michelle Mercado, Rajen Sheth, Ray Raven, Louis Jordan
N: --
Abstain: --

4. Action Items: TN Agreements - Review and Approval

A. Approve the 2025-26 FY 2025-26 School Year Student Transportation Services Contract between Rocketship Education and Gray Line Tennessee

At 4:42pm, the board discussed action item 4(A).
At 4:44pm, Mr. Sanchez made a motion to approve the action item 4(A). This motion was seconded by Ms. Taylor, and carried unanimously by roll call vote.
Y: Alex Terman, April Taylor, Brian Kilb, Dan Sanchez, Daniel Velasco, Derwin Sisnett, Greg Stanger, Joey Sloter, Julie Miller, Malka Borrego, Michelle Mercado, Rajen Sheth, Ray Raven, Louis Jordan
N: --
Abstain: --

5. Action Items: CA Operations - Review and Approval

A. Approve the Rocketship Public Schools ASES Program Plans for all thirteen Rocketship schools in California

At 4:45pm, the board discussed action item 5(A).
At 4:46pm, Mr. Stanger made a motion to approve the action item 5(A). This motion was seconded by Mr. Sanchez, and carried unanimously by roll call vote.
Y: Alex Terman, April Taylor, Brian Kilb, Dan Sanchez, Daniel Velasco, Derwin Sisnett, Greg Stanger, Joey Sloter, Julie Miller, Malka Borrego, Michelle Mercado, Rajen Sheth, Ray Raven, Louis Jordan
N: --
Abstain: --

6. Action Items: Applications & Resolutions - Review and Approval

A. Approve Resolution #2025-03: Declaration of Need for Fully Qualified Educators for Rocketship California Schools

At 4:47pm, the board discussed action item 6(A).
At 4:48pm, Ms. Sloter made a motion to approve the action item 6(A). This motion was seconded by Ms. Miller, and carried unanimously by roll call vote.
Y: Alex Terman, April Taylor, Brian Kilb, Dan Sanchez, Daniel Velasco, Derwin Sisnett, Greg Stanger, Joey Sloter, Julie Miller, Malka Borrego, Michelle Mercado, Rajen Sheth, Ray Raven, Louis Jordan
N: --
Abstain: --

7. Action Items: Finance - Review and Approval

A. Ratify Audit Committee approval of IRS Form 990 for Rocketship Education for fiscal year ending 6/30/24
B. Approve the 2025-26 Consolidated Funding Application Intent to Apply (CA)
At 4:48pm, the board discussed action items 7(A-B).
At 4:50pm, Ms. Miller made a motion to approve the action items 7(A-B). This motion was seconded by Mr. Stanger, and carried unanimously by roll call vote.
Y: Alex Terman, April Taylor, Brian Kilb, Dan Sanchez, Daniel Velasco, Derwin Sisnett, Greg Stanger, Joey Sloter, Julie Miller, Malka Borrego, Michelle Mercado, Rajen Sheth, Ray Raven, Louis Jordan
N: --
Abstain: --

8. Information Items

A. LCAP Public Hearing
At 4:51pm, Maricela Guerrero and Justin White presented action item 8(A) to the board.

At 5:00pm, Tamara Peterson joined the meeting.

9. National CMO Information Items

A. Tennessee Four, Tennessee Five and Wisconsin Three Updates
At 5:13pm, the board discussed action item 9(A).

10. Adjourn

At 5:48pm, Mr. Sanchez made a motion to adjourn the meeting. This motion was seconded by Ms. Miller, and carried unanimously by roll call vote.
Y: Alex Terman, April Taylor, Brian Kilb, Dan Sanchez, Daniel Velasco, Derwin Sisnett, Greg Stanger, Joey Sloter, Julie Miller, Malka Borrego, Michelle Mercado, Rajen Sheth, Ray Raven, Louis Jordan, Tamara Peterson
N: --
Abstain: --

Special Meeting of the Rocketship Public Schools National Board of Directors (2024-25 Q4) (Wednesday, May 28, 2025)
Generated by Cristina Vasquez on Monday, June 2, 2025

1. Opening Items

A. Call to order

At 5:48pm, Mr. Jordan took roll call. With a quorum of board members present, Mr. Jordan called the meeting to order.
Present: Alex Terman, April Taylor, Brian Kilb, Dan Sanchez, Daniel Velasco, Derwin Sisnett, Greg Stanger, Joey Sloter, Julie Miller, Malka Borrego, Michelle Mercado, Rajen Sheth, Ray Raven, Tamara Peterson, Louis Jordan
Absent: Charmaine Detweiler, Deb McGriff, Hugo Castaneda, Mike Fox, Yolanda Bernal Samano

B. Public comment on off-agenda items

At 5:50pm, Mr. Jordan called for public comment on off-agenda items. No members of the public provided comment.

2. Closed Session

A. Conference with Legal Counsel -- Anticipated Litigation: Potential/threatened litigation pursuant to California Government Code § 54956.9. Number of cases: 1

At 5:50pm, Mr. Sisnett made a motion to move to Closed Session. This motion was seconded by Ms. Taylor, and carried unanimously by roll call vote.
Y: Alex Terman, April Taylor, Brian Kilb, Dan Sanchez, Daniel Velasco, Derwin Sisnett, Greg Stanger, Joey Sloter, Julie Miller, Malka Borrego, Michelle Mercado, Rajen Sheth, Ray Raven, Tamara Peterson, Louis Jordan
N: --
Abstain: --

3. Agenda Items: Report Out

A. Public report on actions taken in closed session

At 6:21pm, Mr. Jordan called the open session back to order and reported that no actions were taken on item 2(A) during the closed session.

4. Adjourn

At 6:22pm, Ms. Sloter made a motion to adjourn the meeting. This motion was seconded by Mr. Stanger, and carried unanimously by roll call vote.
Y: Alex Terman, April Taylor, Brian Kilb, Dan Sanchez, Daniel Velasco, Derwin Sisnett, Greg Stanger, Joey Sloter, Julie Miller, Malka Borrego, Michelle Mercado, Rajen Sheth, Ray Raven, Tamara Peterson, Louis Jordan
N: --
Abstain: --

ROCKETSHIP
PUBLIC SCHOOLS

To: Board Members
From: Preston Smith, Co-Founder & CEO
Date: June 11, 2025
Re: CEO's Update

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

QUALITY SCHOOLS

Operate high-performing elementary schools to enable Rocketeers to matriculate to middle school on a college-ready trajectory and put pressure on the systems of schools in RPS communities to improve quality.

The 2024-25 school year is drawing to a close and our Rocketeers have completed their end-of-year assessments. Our network remains committed to finishing the year strong, with a focus on even greater outcomes for our Rocketeers. We will spend the next several weeks thoroughly analyzing our 24-25 achievement results and look forward to sharing more during our September Board Meeting, and in Achievement Committee meetings (Regional and National) throughout August.

During annual planning, we reassess our priorities and realign resources to support our 5-year strategic plan objectives. Our aim is to ensure these decisions enhance Rocketeer achievement, drive innovation, and further our impact while maintaining financial sustainability. As we enter 2025-26, we are concentrating on six key priorities informed by various feedback sources, including: parent surveys, staff surveys, "chat & chews," and internal analysis of strengths and growth areas. These priorities are designed to advance the goals of the second year of our 5-year plan. Two noteworthy priorities include: 1) continuing to improve student achievement, with an increased emphasis on English Language Arts, particularly the implementation of Guided Reading and the final phase of our curriculum adoption with CKLA Knowledge in our TN and CA regions in 2025-26; and 2) refining and elevating our talent acquisition and onboarding processes to ensure we have exceptional educators for our Rocketeers daily and to strengthen retention across all our schools. These priorities are examples of meaningful initiatives that will yield near-term improvements in Rocketeer outcomes and strengthen our regions for the future. I look forward to a more in-depth discussion of these plans and related content at our June board meeting.



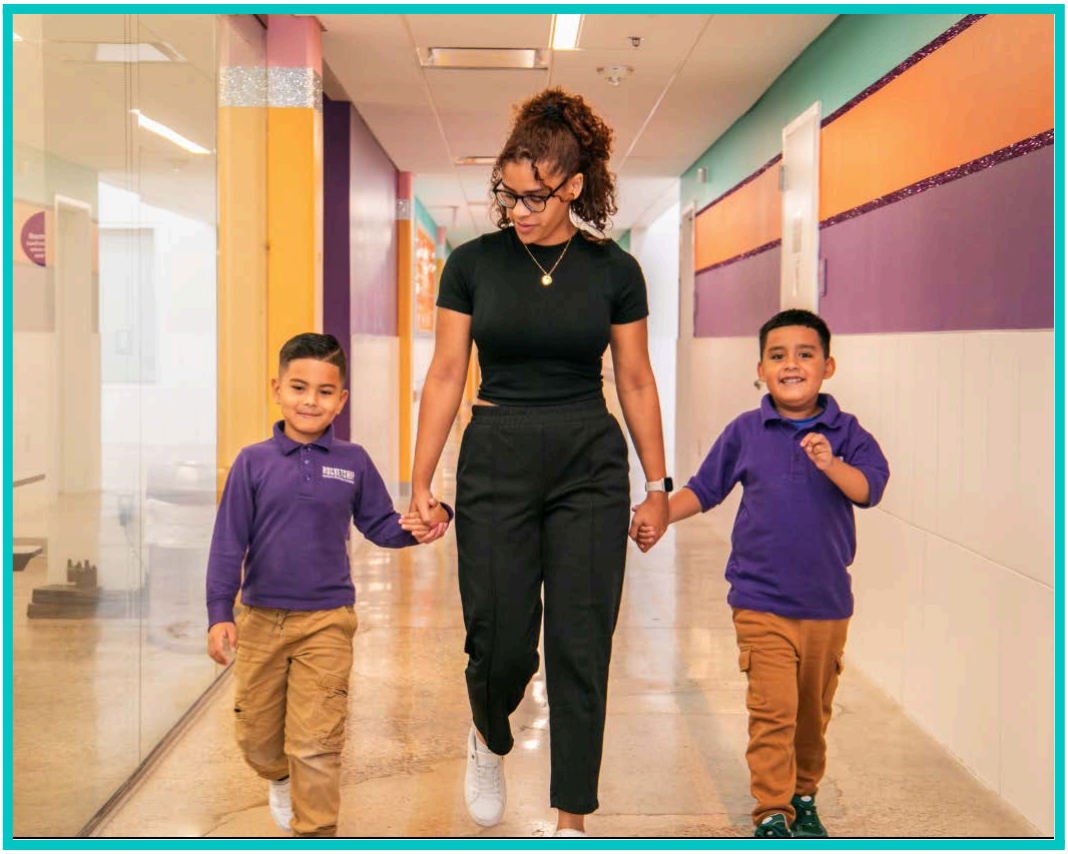
I am also thrilled to announce that Rocketship Fuerza

Community Prep has been recognized as a California Distinguished School for the second time. This prestigious award celebrates the hard work, dedication, and passion of the entire Fuerza team and our broader Rocketship community and network. Fuerza was one of only two Title 1 schools and three Santa Clara County charter schools to receive this honor.

COMMUNITY POWER

Growing the power and impact of our families to affect positive change in their communities through family organizing and leadership, civic engagement, and coalition building.

The work we do to build Community Power is an essential component of our ability to improve social mobility in our communities and fulfill our vision of equal access to opportunity for all. We have set specific and ambitious goals for our family organizers who lead campaigns to influence policy and community change in every community that Rocketship schools serve. However, we don't have a unified system to track our progress against our goals or the necessary playbooks that can be used to effectively replicate our model across our network and beyond. That is why I am thrilled to share that the Charter School Growth Fund recently awarded us with their first ever designated grant to support organizing and advocacy initiatives. The "Advocacy Trailblazer Grant" will help accelerate our work in family organizing and advocacy by curating a variety of best in class tools and practices. With the funding from this grant we will build rubrics, playbooks, and tracking systems to support our critical working building Community Power in each of our regions.



SCALED IMPACT

Magnify our national impact by increasing the number of Rocketeers across current and future regions and by exploring innovative ways to deepen and extend our impact.

In Milwaukee, we anticipate the successful opening of our third school, a venture made possible through our valued partnership with Carmen Schools. This new school will welcome approximately 200 new Rocketeers from pre-Kindergarten to 5th grade in August, housed in a newly renovated facility. This expansion, along with our ongoing efforts to reach full enrollment across our network, positions us to serve over 10,000 Rocketeers in the coming year.

Our commitment to expanding our reach extends to the Rocketship Tennessee region where we are actively pursuing charter approvals from Rutherford County Schools and Metro Nashville Public Schools. We expect to have more concrete updates to share during our September board meeting.



Furthermore, a thorough analysis of Southern California indicates a significant community need and favorable demographic trends suggesting the potential for a sustainable and impactful expansion in the state. We are therefore intensifying our exploration of growth opportunities in Southern California and plan to engage in more detailed discussions with the Rocketship Board in September, with a decision on moving forward anticipated by March 2026.

Finally, I am pleased to report that we have exceeded our fundraising goal for the year, raising $13.5M million across the network against a target of $10.9M million. National, California, and Tennessee all exceeded their fundraising goals and Wisconsin is on track to the same by the end of June. I extend my sincere gratitude to our board members for their unwavering commitment to achieving 100% board giving. Your efforts to leverage your networks to broaden and diversify our supporter base are invaluable, contributing significantly to our philanthropic goals as well as our advocacy and influence initiatives. Thank you!

CULTURE OF EXCELLENCE & BELONGING

Building a culture where all team members strive for excellence and feel that Rocketship is a great place to work.

Entering the 2025-26 school year, I am enthusiastic about our ongoing investment in talent, especially within our schools. Following our annual staff satisfaction survey, our team has been carefully analyzing the results to identify strategies for increasing teacher eNPS. While we achieved our annual eNPS

goals for NeST and School Leaders, we recognize the need to improve overall teacher satisfaction, particularly regarding the likelihood of recommending Rocketship as a great place to work. We have been identifying successful practices from schools within our network that achieved positive eNPS scores in this area and are currently finalizing the next steps and a clear action plan. I am optimistic that this will help us continue to progress toward our 5-year eNPS goal. I am proud of our significant total compensation package for teachers, which positions us in the 75th percentile compared to local districts, as well as our comprehensive professional development and career pathways. We are committed to further elevating the teaching profession and supporting our talented team members.

Overall, I am excited about our continued growth in impact and our ability to drive transformative outcomes for our Rocketeers and communities. I eagerly anticipate a strong finish to the 2024-25 school year and look forward to an even more impactful and successful 2025-26 school year.



ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 4(A) **Subject:** Approve the Memorandum of Understanding between Rocketship Public Schools and Boys & Girls Clubs of Silicon Valley 2025 Summer Enrichment Program	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education ("RSED") Board of Directors ("RSED-Board") approve the Memorandum of Understanding ("MOU") between RSED and Boys & Girls Clubs of Silicon Valley ("BGCSV") 2025 Summer Enrichment Program.

The MOU will allow Rocketship to provide Summer Enrichment Program services to our students, meeting the requirements of the Extended Learning Opportunities Program ("ELOP") Grant.

Background:

To remain compliant with the terms of the ELOP Grant, Rocketship is required by the California Department of Education ("CDE") to provide summer program services. In 2022, Rocketship elected to utilize a significant portion of ELOP funding to partner with a third-party provider to operate our after-school and summer programs. Following a Request for Proposals ("RFP") process in Spring 2022, BGCSV was selected as our preferred provider.

Since 2022, BGCSV has delivered services through Rocketship's ELOP-funded programs. They have demonstrated the capacity to meet the CDE's complex compliance and documentation requirements.

In April 2024, Rocketship received updated guidance from the CDE recommending that each Local Education Agency ("LEA") use a single after-school care provider across all campuses. In response, Rocketship streamlined its summer program operations by consolidating BGCSV services to ten Rocketship California campuses:

1. Alma
2. Brilliant Minds
3. Delta Prep
4. Discovery Prep
5. Futuro Academy
6. Mateo Sheedy
7. Redwood City Prep
8. Rising Stars Academy

9. Sí Se Puede Academy
10. Spark Academy

Under this MOU, BGCSV will provide summer programming for up to 1,000 students across these ten campuses. The MOU outlines BGCSV's responsibilities in ensuring all ELOP programmatic and compliance requirements are met, including maintaining required documentation.

Summary of Previous Board Action by Board:
On June 13, 2024 the RSED-Board approved the Memorandum of Understanding between RSED and BGCSV 2024 Summer Enrichment Program.

Fiscal Impact:
The MOU between RSED and BGCSV 2025 Summer Enrichment Program is valued at $1,300,000.

Submitted by:
The CA Operations and Extended Learning Team
Christopher Castro, Senior Regional Director of Operations
Paul Nguyen, Associate Director, Extended Learning

MEMORANDUM OF UNDERSTANDING (MOU)
BETWEEN ROCKETSHIP PUBLIC SCHOOLS AND BOYS & GIRLS CLUBS OF SILICON VALLEY
2025 SUMMER ENRICHMENT PROGRAM

This AGREEMENT ("Agreement") is made and entered into on _____ between ROCKETSHIP PUBLIC SCHOOLS (hereinafter referred to as **ROCKETSHIP**), and BOYS & GIRLS CLUBS OF SILICON VALLEY (hereinafter referred to as **PROVIDER**), in consideration of their mutual covenants, the parties hereto agree as follows:

A. TERM OF AGREEMENT: The term of this Agreement shall commence on June 1, 2025 (the "Commencement Date") and shall expire on July 31, 2025, unless sooner terminated in accordance with the terms of this MOU. Regardless of the date of execution of this MOU, this MOU is effective as of the Commencement Date.

Prior to the automatic renewal of this agreement, an annual review of provisions (e.g., cost, program elements, enrollment, staffing, etc.) shall be completed by ROCKETSHIP and PROVIDER with substantive changes reflected as amendments to this agreement.

B. DUTIES OF PROVIDER: PROVIDER agrees to provide the following services, materials, and/or products:

Hours of Operation

- PROVIDER will ensure that the Summer Enrichment Program will operate every day from June 17 through July 14 (with July 4 observed as a holiday) for 22 days. Operating hours are from 8:00am until 5:00pm.
- The program will be closed on Friday, July 4, 2025.

Locations

- PROVIDER will operate Summer Enrichment Program services at the following school locations:

Alma Academy
198 West Alma Avenue
San Jose, CA 95110

Brilliant Minds
2960 Story Road
San Jose, CA 95116

Delta Prep
700 Cavallo Road
Antioch, CA 94509

Discovery Prep
370 Wooster Avenue
San Jose, CA 95116

Futuro Academy
2351 Olivera Road
Concord, CA 94520

Mateo Sheedy Elementary
788 Locust Street
San Jose, CA 95110

Redwood City Prep
909 Roosevelt Avenue
Redwood City, CA 94061

Rising Stars Academy
3173 Senter Road
San Jose, 95111

Sí Se Puede Academy
2249 Dobern Avenue
San Jose, CA 95116

Spark Academy
683 Sylvandale Avenue
San Jose, CA 95111

Program Elements

- PROVIDER will ensure the safety of students through close supervision, proper training of staff, and communication with parents/families and school. PROVIDER will not exceed a maximum staff to student ratio of 1:10 for transitional kindergarten (TK) and kindergarten (K) students and 1:20 for students in grades 1-8. Capacity enrollment by location is as follows:

Location	Capacity	TK/K Spots
Rocketship Alma	100	20
Rocketship Brilliant Minds	100	20
Rocketship Delta Prep	100	20
Rocketship Discovery Prep	100	20
Rocketship Futuro Academy	100	20
Rocketship Mateo Sheedy Elementary	100	20
Rocketship Redwood City Prep	100	20
Rocketship Rising Stars Academy	100	20
Rocketship Sí Se Puede Academy	100	20
Rocketship Spark Academy	100	20

- PROVIDER agrees to flexing enrollment by location as long as the ROCKETSHIP locations are within a 10-mile distance of each other. Should ROCKETSHIP desire to flex enrollment, ROCKETSHIP will give PROVIDER 30 days to accommodate the change.
- The program will serve a maximum of one thousand (1000) students across various school locations.
- The program will provide a safe physical and emotional environment, opportunities for relationship-building, and promotion of active student engagement through the following required elements:
    - An educational literacy element designed to help students meet State standards in one or more of the following core academic subjects: language arts, mathematics, history and social science, science, or computer training.
    - An educational enrichment element, which offers an array of additional services, programs, and activities that reinforce and complement the regular academic program of participating students to support positive youth development. Enrichment activities may be designed to enhance the core curriculum. Examples of such activities include, but are not limited to, fine arts education activities, recreational activities, science related activities, physical fitness activities, career-technical education, and prevention activities. Other learning support opportunities may include service-learning and mentoring.
    - When determining goals for the educational literacy and educational enrichment elements, PROVIDER will use research-based curricula and strategies that is aligned to California's Common Core State Standards (CCSS) as well as work collaboratively with the school principal to align the goals and needs of the specific school.
    - PROVIDER will distribute meals provided by ROCKETSHIP's Child Nutrition Services, or a third party child nutrition services provider as mutually agreed upon by the Parties,and follow specific procedures regarding record keeping, disposing of unused meals, and completing any necessary documentation.
- PROVIDER shall identify third parties for program enhancement (music, arts, field trips, etc.), if applicable, but shall confirm that such third parties are acceptable to ROCKETSHIP prior to contracting with them.

Enrollment Process/Priority

- PROVIDER will work collaboratively with the school principal and/or other school personnel in using ROCKETSHIP's established criteria and process for the enrollment of students. Students will be enrolled in the following order:
    - First priority for enrollment is given to students who are identified in the district's student information system and/or on the PROVIDER's application as homeless youth or in foster care at the time they apply for enrollment into the Program.
    - **STANDARD NOT MET/NEARLY MET** on the CAASP in **both language arts and math** or equivalent level on district Interim Assessments (e.g., iReady, IABs).
    - **STANDARD MET/EXCEEDED** on the CAASPP in **either language arts and math** or equivalent level on district Interim Assessments (e.g., iReady, IABs).
    - The school principal may decide to open enrollment to other students depending on individual cases with mitigating factors.

Staffing/Hiring

- A maximum staff to student ratio is 1:10 for transitional kindergarten (TK) and kindergarten (K) students and 1:20 for students in grades 1-8.
- PROVIDER will ensure the program will include key personnel, e.g., a Unit Director and Assistant Unit Director to oversee each school location, if applicable.
- PROVIDER will do its own hiring, training and compensation of such staff and work collaboratively with the site principal to align the goals and needs of the specific school. ROCKETSHIP may request at any time the investigation and/or removal of any of PROVIDER's personnel performing services under this Agreement if ROCKETSHIP reasonably believes such personnel has engaged in misconduct or does not meet appropriate professional standards, and PROVIDER shall promptly comply with such request.

Attendance/Behavior Management

- PROVIDER will take daily attendance.
- PROVIDER will be responsible for implementing behavior management steps and will communicate with the school's staff and principal any necessary concerns regarding specific students or families. PROVIDER will implement a specific process regarding consequences such as being dropped from the program for students who are consistently not following guidelines. Any such actions will need to be communicated to the school.
- PROVIDER will implement a specific process regarding consequences such as being dropped from the program for students who are consistently not following guidelines. Any such actions will need to be communicated to the school.

Data Collection & Reporting

- As put forth in the DATA SHARING AGREEMENT, PROVIDER will work collaboratively with ROCKETSHIP to collect and report data. This will include attendance reports and evaluation reports as to effectiveness of the program. A detailed report will be provided to ROCKETSHIP within 60 days from the last day of the program.
- PROVIDER will keep accurate attendance records and implement a record keeping procedure for the purpose of data reporting to the State and/or funders as well as backup documentation for the school site (e.g., principal and parents) and ROCKETSHIP (e.g., audits). PROVIDER will submit an

Excel file with daily attendance lists as well as a summary of attendance numbers according to the specified time line above.
- PROVIDER will keep all financial and attendance records for five years and will provide access upon request.
- PROVIDER will complete and return daily the meal production records to Child Nutrition Services.

Program Effectiveness
- PROVIDER will use the evaluation results to monitor and revise the program to meet the goals of ROCKETSHIP and schools.

Facilities
- The physical location where the Program is implemented will be designated as the program site.
- PROVIDER shall be responsible for lost, damaged or stolen property as a result of PROVIDER's use of district property.
- PROVIDER shall ensure that any space being used is left in a tidy manner and ready to be cleaned by ROCKETSHIP's maintenance staff (e.g., picking up trash from the floors, putting away books, materials, supplies, stacking chairs on tables, etc.).
- PROVIDER will ensure to conduct a daily opening and closing checklist and report any concerns to ROCKETSHIP's Facilities and Safety Manager, immediately.
- PROVIDER shall give prompt notice to the designated ROCKETSHIP Regional Director(s) of Operations in case of fire, accident, or other occurrence at the school(s).
- PROVIDER will take all reasonable efforts and actions to resolve accidents (i.e., calling emergency response, preparation of incident report, etc.) for, with or on behalf of ROCKETSHIP.

C. ROCKETSHIP PUBLIC SCHOOLS' OBLIGATIONS: For the period of this agreement, ROCKETSHIP shall provide the following:

Program Elements
- ROCKETSHIP shall provide a daily nutritious meal that meets the requirements of the U.S. Department of Agriculture (USDA) National School Lunch Program for meal supplements.

Enrollment Process/Priority
- First priority for enrollment is given to students who are identified in the district's student information system and/or on the PROVIDER's application as homeless youth or in foster care at the time they apply for enrollment into the Program.
- ROCKETSHIP will provide and/or cross-reference student information and assessment data to school and PROVIDER in order to facilitate the enrollment process and recruitment of students. All student information and assessment data is subject to the Data Protection Agreement between the parties.
- The school will work collaboratively with PROVIDER to select students using the established criteria and to recruit students through various ways of communication (e.g., posting a sign, assisting to call families, including information in newsletter).

Staffing/Hiring
- ROCKETSHIP will work collaboratively with PROVIDER to promote summer employment opportunities among existing ROCKETSHIP and/or school personnel.

Attendance/Behavior Management

- The school staff and principal will work cooperatively with PROVIDER to ensure positive attendance and behavior management.

Data Collection & Reporting

- ROCKETSHIP will work collaboratively with PROVIDER to collect and report data. This will include attendance reports, expenditure reports and evaluation reports as to effectiveness of the program.
- ROCKETSHIP will use the State's standardized procedures and collection tools developed by the CDE for evaluation purposes.

Program Effectiveness

- ROCKETSHIP will share appropriate evaluation results with PROVIDER to facilitate the enhancement of the program to align with ROCKETSHIP and school goals.
- ROCKETSHIP will include PROVIDER's staff in appropriate staff development (e.g., language arts and math).

Facilities

- The physical location where the Program is implemented will be designated as the program sites.
- ROCKETSHIP will provide space as needed, to meet the attendance requirements as defined by the grant, such as classrooms, use of student restrooms, drinking fountains, playground facilities, and gym/multi-purpose rooms and storage.
- ROCKETSHIP will provide technology (i.e., student-assigned devices) for student use and internet and telephone for both staff and student use with PROVIDER adhering to ROCKETSHIP's staff and student use of technology policies with PROVIDER responsible for replacement of lost, damaged or stolen equipment.
- ROCKETSHIP will provide secure space for the storage of PROVIDER's office supplies, program supplies and PROVIDER's employees' personal effects.
- ROCKETSHIP will provide office/desk space for PROVIDER's Regional Director, each school site's respective Unit Director and Assistant Unit Director, if applicable.
- ROCKETSHIP will provide access to non-exclusive use of the parking lot located on school site.
- ROCKETSHIP will provide all water, electricity, lighting, heating, and trash removal service.
- ROCKETSHIP will provide janitorial services to the space provided in school buildings at a minimum of three times per week (e.g., vacuum carpet, sweep and mop floors, wipe surfaces, clean bathrooms, and remove trash).
- ROCKETSHIP will provide security, i.e., process of securing buildings and school alarms as necessary.
- ROCKETSHIP will provide access codes and alarm codes for each location. PROVIDER shall be responsible for any damage, theft, fire, death, personal injury, fines, or penalties resulting from PROVIDER's use thereof. PROVIDER acknowledges and agrees building access and alarm codes are highly confidential and agrees to handle such information accordingly.
- ROCKETSHIP will provide access to or will assign ROCKETSHIP Equipment, which may include but is not limited to keys, key-fobs, and front office equipment ("Equipment"). PROVIDER understands and acknowledges PROVIDER is responsible for the Equipment issued to PROVIDER; PROVIDER will use the Equipment in the manner intended; PROVIDER is responsible for any damage done to Equipment, normal wear and tear excepted. Upon termination of this Agreement, PROVIDER shall return all Equipment in proper working order, normal wear and tear excepted.

D. COMPENSATION: For the full performance of this MOU, ROCKETSHIP shall pay PROVIDER $1,300,000 ($1,300 per student up to 1,000 students) itemized in EXHIBIT A.

PROVIDER will maintain a waitlist. If the waitlist reaches 12 students or more, this agreement will be amended to account for budget adjustments in increments of 12-20 students, not to exceed a staff to student ratio of 1:10 for transitional kindergarten (TK) and kindergarten (K) students and 1:20 for students in grades 1-8.

E. PAYMENT TERMS: ROCKETSHIP shall pay PROVIDER in two equal payments of $650,000—the first payment due within two weeks of this executed agreement and the second due within 30 days of this executed agreement.

PROVIDER shall submit an invoice to generate payment. Payment shall be paid within two business weeks of receipt of invoice.

Billing Address:

Preston Smith, Chief Executive Officer
Rocketship Public Schools
2001 Gateway Place, Suite 230E
San Jose, CA 95110

F. PERIOD OF MOU: PROVIDER's work as specified in this agreement shall commence on June 1, 2025 and shall be completed on or before July 31, 2025.

G. INSURANCE: Reference General Terms and Conditions, G.2.
The evidence of insurance is attached.

H. GENERAL TERMS AND CONDITIONS:

1. INDEMNIFICATION: PROVIDER agrees to indemnify, defend, and save harmless ROCKETSHIP, its officers, agents, employees, and volunteers from and against any liability, claim, action, cost, damage or loss, including reasonable costs and attorneys' fees, for injury, including death, to any person or damage to any property arising out of PROVIDER's activities under this memorandum of understanding, but excluding liability due to the sole negligence or willful conduct of ROCKETSHIP. This obligation shall continue beyond the term of this agreement as to any act or omission which occurred during or under this agreement. This indemnification obligation is not limited in anyway by any limitation on the amount or type of damages or compensation payable to or for PROVIDER or its employees or agents under workers' compensation acts, disability benefit acts, or other employee benefits acts.

2. INSURANCE: As put forth in EXHIBIT A, PROVIDER will maintain general liability insurance, automobile coverage, and workers compensation coverage in such an amount as may be reasonably necessary to

assure compliance with the Indemnification provision, herein above. ROCKETSHIP shall be named as additional insured on an endorsement with respect to the liability coverage. PROVIDER agrees to provide copies of the required policies of insurance to ROCKETSHIP.

3. NON-DISCRIMINATION: No discrimination shall be made in the employment of persons under this agreement because of the race, religion, sex, age, national origin, ancestry, political affiliations, disability, medical condition, marital status, or sexual orientation.

4. CONFLICT OF INTEREST: Before executing this agreement, PROVIDER shall disclose to ROCKETSHIP the identities of any board member, officer, or employee of ROCKETSHIP, or relatives thereof, who Provider knows of should know will have any financial interest resulting from this agreement.

5. LICENSE AND AUTHORITY: PROVIDER will maintain all necessary licenses during the term of this agreement. If other than a natural person, PROVIDER is duly authorized to enter into this agreement by its governing or controlling body. Evidence or copies of all necessary licenses must accompany this agreement.

6. EQUIPMENT: PROVIDER will provide all necessary equipment to render his/her services pursuant to this agreement, unless otherwise agreed to by the parties.

7. USE OF ADDITIONAL WORKERS BY PROVIDER: PROVIDER may, at PROVIDER's own expense, employ additional workers or other Providers as necessary for the completion of this agreement and shall maintain workers' compensation insurance as required by state law. ROCKETSHIP shall not control, direct, or supervise PROVIDER's additional workers or Providers in the performance of those services. PROVIDER assumes full and sole responsibility for the payment of all compensation and expenses of these additional workers or Providers and for all state and federal income tax, unemployment insurance, social security, disability insurance, and other applicable withholdings.

8. ASSIGNMENT: Without the written consent of ROCKETSHIP, this agreement is not assignable by Provider.

9. SUCCESSORS AND ASSIGNS: This agreement shall be binding on the heirs, executors, administrators, successors, and assigns of the respective parties.

10. FINGERPRINTING AND CRIMINAL RECORDS CHECK: PROVIDER shall comply with the provisions of Education code section 45125.1 regarding the submission of employee fingerprints with the California Department of Justice and the completion of criminal background investigations of its employees. PROVIDER shall not permit any employees to have any contact with ROCKETSHIP pupils until such time as PROVIDER has verified in writing to the governing board of ROCKETSHIP that such employee has not been convicted of a felony as defined in Education code 45125.1. PROVIDER’s responsibility shall extend to all employees, subcontractors and employees of subcontractors regardless of whether such individuals are paid or unpaid, concurrently employed by the district and/or acting as independent Providers of Provider. Verification of compliance with this section shall be provided in writing to the ROCKETSHIP prior to the commencement of participation in the agreed project and prior to contact with students.

11. HEALTH EXAMINATION: No person shall be initially allowed to interact with students unless he/she has placed on file with Provider or district a certificate from a physician licensed under the Business and professions Code indicating that a tuberculosis examination within the past 60 days shows that he/she is free from active tuberculosis. The tuberculosis examination shall consist of an approved intradermal tuberculin test. An X-ray of the lungs shall be required only if the intradermal test is positive. (Education Code 49406).

12. GOVERNING LAW: The validity of this agreement and any of its terms or provisions as well as the rights and duties of the parties hereunder shall be governed by the laws of the state of California.

13. CHANGES OR ALTERATIONS: No changes, alterations, or variations of any kind to this agreement are authorized without the written consent of ROCKETSHIP.

14. HEADINGS: All section headings contained herein are for clarification and convenience of reference only and are not intended to limit the scope of any provision of the agreement.

15. TERMINATION: Either party may terminate this agreement upon sixty days advance written notice. ROCKETSHIP will be relieved of the payment of any consideration to the PROVIDER should PROVIDER fail to perform under this agreement or terminate agreement prior to the compensation date. In the event of such termination, ROCKETSHIP may proceed with the work in any manner deemed proper by the ROCKETSHIP. The cost to ROCKETSHIP shall be deducted from any sum due PROVIDER under this agreement.

16. SEVERABILITY: In the event any portion of this agreement shall be held by a Court to be invalid, such holding shall not invalidate the remainder of this agreement.

17. AMBIGUITY: The language herein shall be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all parties shall be treated as equally responsible for such ambiguity.

18. COPYRIGHT: Any written or electronic media product produced as a result of this contract shall be a work for hire and shall be the property of ROCKETSHIP.

19. EXPENSES: PROVIDER will use the 85% of the grant's total for direct services to participants. PROVIDER will be responsible for administrative costs, all costs of equipment provided by PROVIDER, all fees, fines, licenses, bonds or taxes required of or imposed against PROVIDER, and all other of PROVIDER's costs of doing business. All contents and materials purchased through the Grant by either party is the property of the ROCKETSHIP.

20. INDEPENDENT CONTRACTOR STATUS: This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, PROVIDER certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ROCKETSHIP. Additionally, as the Contractor/PROVIDER is not an ROCKETSHIP employee, ROCKETSHIP is not responsible for obtaining workers' compensation insurance coverage for the Contractor/PROVIDER.

I. COMMUNICATIONS: Communications between the parties to this Agreement may be sent to the following addresses:

ROCKETSHIP
Rocketship Public Schools
Attn: Preston Smith
Address: 2001 Gateway Place, Suite 230E
San Jose, CA 95110

PROVIDER
Boys & Girls Clubs of Silicon Valley
Attn: Steve Wymer
Address: 15 West San Fernando Street
San Jose, CA 95113

With a copy of any legal notices to
Maria Heredia
Chief Legal Officer
mheredia@rsed.org

I. UNDERSTANDING AND ACCEPTANCE OF THE PARTIES: This Agreement constitutes the entire understanding of the parties. PROVIDER's signatures below signify both an understanding and acceptance of the contract (MOU) provisions.

ROCKETSHIP:
ROCKETSHIP Public Schools

By: _____
Name: Preston Smith or Authorized Signatory
Title:
Date: _____

PROVIDER:
Boys & Girls Clubs of Silicon Valley

By: _____
Name: Steve Wymer
Title: CEO
Date: 05/29/2025

ROCKETSHIP PUBLIC SCHOOLS
WORKERS' COMPENSATION INSURANCE
PROVIDER'S
CERTIFICATE OF EXEMPTION

I, Steve Wymer, doing business as Representative of Boys & Girls Clubs of Silicon Valley, hereby certify that I understand the requirements of the California Labor Code as they relate to Workers' Compensation Insurance. I certify that during the life of this MOU, I shall not employ any person in any manner so as to become subject to the Workers' Compensation requirements. In case any work is sublet, I shall require my sub-providers similarly to provide Workers' Compensation Insurance for the sub-providers' employees, all in compliance with State laws.

I agree to fully protect ROCKETSHIP Public School (ROCKETSHIP) for any and all injury and death claims arising out of the work performed for ROCKETSHIP. I agree to indemnify ROCKETSHIP for any penalties and losses resulting to it from failure of either I or my sub-Providers to take out and maintain such insurance.

If, after making this Certificate of Exemption, I should become subject to the Workers' Compensation provisions of the Labor Code, I agree to forthwith comply with such provisions or this contract shall be deemed revoked.

Signature  05/29/2025

Name (Print): Steve Wymer
Title: Chief Executive Officer (CEO)
Address: 15 West San Fernando Street
City, State: San Jose, CA 95113
Phone: 408-957-9685

EXHIBIT A

School	Enrollment	Compensation
RSA - Alma Academy	100	130,000
RBM - Brilliant Minds	100	130,000
RDL - Delta Prep	100	130,000
RDP - Discovery Prep	100	130,000
RFA - Futuro Academy	100	130,000
RMS - Mateo Sheedy	100	130,000
RRWC - Redwood City Prep	100	130,000
RRS - Rising Stars Academy	100	130,000
RSSP - Sí Se Puede Academy	100	130,000
RSK - Spark Academy	100	130,000
TOTAL	**1000**	**$1,300,000**

EXHIBIT B
INSURANCE

PROVIDER represents and warrants that, at PROVIDER sole cost and expense, it will maintain for the duration of this AGREEMENT self-insurance against claims for injuries to persons or damages to property which may arise from, or in connection with, the services provided hereunder by PROVIDER, its agents, representatives, employees or subcontractors and the indemnity provisions of Section H2 of this agreement.

The requirements of this section may be satisfied by the provision of similar coverage through self-insurance program.

A. MINIMUM SCOPE OF INSURANCE

Coverage shall be at least as broad as:

1. The coverage described in Insurance Services Office Form Commercial General Liability coverage ("occurrence") Form Number CG 0001, including products and completed operations, and X, C, U where applicable; and
2. The coverage described in Insurance Services Office Form Number CA 0001 covering Automobile Liability, Code 1 "any auto", or Code 2 "owned autos" and Endorsement CA 0025. Coverage shall also include Code 8 "hired autos" and Code 9 "non-owned autos"; and
3. Workers' Compensation insurance as required by the California Labor Code and Employers Liability insurance.

B. MINIMUM LIMITS OF INSURANCE

PROVIDER and ROCKETSHIP shall maintain limits no less than:

1. Commercial General Liability: $1,000,000 per occurrence for bodily injury, personal injury and property damage. If Commercial Liability Insurance or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this project/location or the general aggregate limit shall be twice the required occurrence limit;
2. Automobile Liability: $1,000,000 combined single limit per accident for bodily injury and property damage;
3. Workers' Compensation and Employers' Liability: Workers' Compensation limits as required by the California Labor and Employers Liability limits of $1,000,000 per accident;
4. Cyber Liability: general limit of $2,000,000;
5. Professional Liability: general limit of $2,000,000; and
6. Abusive Conduct Liability: aggregate limit of $2,000,000.

C. DEDUCTIBLES AND SELF-INSURED RETENTIONS

Any deductibles or self-insured retentions must be declared to, and approved by ROCKETSHIP's Risk Manager. At the option of ROCKETSHIP, either; the insurer shall reduce or eliminate such deductibles or

self-insured retentions as respects ROCKETSHIP, its officers, employees, agents and PROVIDERs; or PROVIDER shall procure a bond guaranteeing payment of losses and related investigations, claim administration and defense expenses in an amount specified by the ROCKETSHIP's Risk Manager.

D. OTHER INSURANCE PROVISIONS

The policies are to contain, or be endorsed to contain, the following provisions:

1. Commercial General Liability and Automobile Liability Coverages
    a. ROCKETSHIP, its officers, employees, agents and PROVIDERs are to be covered as additional insureds as respects: Liability arising out of activities performed by or on behalf of, PROVIDER; products and completed operations of PROVIDER; premises owned, leased or used by PROVIDER; and automobiles owned, leased, hired or borrowed by PROVIDER. The coverage shall contain no special limitations on the scope of protection afforded to ROCKETSHIP, its officers, employees, agents and PROVIDERs.
    b. PROVIDER's insurance coverage shall be primary insurance as respects ROCKETSHIP, its officers, employees, agents and PROVIDERs. Any insurance or self-insurance maintained by ROCKETSHIP, its officers, employees, agents or PROVIDERs shall be excess of PROVIDER's insurance and shall not contribute with it. PROVIDER, its officers, employees, agents and PROVIDERs are to be covered as additional insured as respects: Liability arising out of activities performed by or on behalf of, ROCKETSHIP; products and completed operations of ROCKETSHIP; premises owned, leased or used by ROCKETSHIP; and automobiles owned, leased, hired or borrowed by ROCKETSHIP. The coverage shall contain no special limitations on the scope of protection afforded to the PROVIDER, its officers, employees, agents, and PROVIDERs.
    c. Any failure to comply with reporting provisions of the policies by PROVIDER shall not affect coverage provided ROCKETSHIP, its officers, employees, agents, or PROVIDERs.
    d. Coverage shall state that PROVIDER's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.
2. All Coverages
    Each insurance policy required by this AGREEMENT shall be endorsed to state that coverage shall not be suspended, voided, canceled, or reduced in limits except after thirty (30) days' prior written notice has been given to ROCKETSHIP.

E. ACCEPTABILITY OF INSURERS

Insurance is to be placed with insurers acceptable to ROCKETSHIP's Risk Manager.

Preston Smith, Chief Executive Officer
Rocketship Public Schools
2001 Gateway Place, Suite 230E
San Jose, CA 95110

F. VERIFICATION OF COVERAGE

PROVIDER shall furnish ROCKETSHIP with an Affidavit of Insurance affecting coverage required by this AGREEMENT. The Affidavit of Insurance for each coverage are to be signed by a person authorized by that insurer to bind coverage on its behalf.

Proof of insurance shall be mailed to the following address or any subsequent address as may be directed in writing by the Risk Manager:

Preston Smith, Chief Executive Officer
Rocketship Public Schools
2001 Gateway Place, Suite 230E
San Jose, CA 95110

G. SUBCONTRACTORS

PROVIDER shall include all subcontractors as insured under its policies or shall obtain separate certificates and endorsements for each subcontractor.

EXHIBIT C
VIDEO SURVEILLANCE

The use of video surveillance equipment, and access to live and recorded data, shall be supervised and controlled by PARTNER. Video surveillance cameras shall be used in approved designated areas of the school and school grounds and/or community center and community center grounds where there is no reasonable expectation of privacy. Surveillance systems shall not be used in places where a reasonable expectation of privacy exists, such as restrooms, locker rooms, and private offices, nor shall surveillance systems be positioned to provide sight lines into such places.

PARTNER shall provide written notice to students, guardians and PROVIDER staff that video surveillance may occur on PARTNER property. In addition, signs/placards shall be posted in building entrances or at other locations deemed appropriate by PARTNER to inform visitors that video surveillance may occur on PARTNER property.

To the extent video images creates student records or personnel records, PARTNER shall comply with all applicable state and federal laws related to record maintenance, retention and disclosure of such records, including the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g.)

Video images obtained by PARTNER shall be viewed by authorized PARTNER personnel as necessary. PARTNER may rely on the images obtained by the video surveillance cameras in connection with the enforcement of PARTNER policies, building rules, and other applicable law including but not limited to student and personnel disciplinary proceedings—including expanded learning providers process for disciplinary proceedings—and matters referred to local law enforcement agencies in accordance with applicable law.

Video recording data will not to be used directly or indirectly to identify the activities of individual students or PROVIDER staff except as viewed in relation to a specific event or suspected criminal activity; suspected violation of PARTNER policies or rules; incidents where there is reasonable basis to believe a claim may be made against the PARTNER and/or PROVDER for civil liability; or if otherwise compelled by law. Authorized PROVIDER staff may use a still shot or selected portions of recorded data to request law enforcement review for assessing the security risk of a specific individual or for investigating a potential crime on school property.

Confidentiality and privacy concerns limit the general public, including parents and relatives of students, from viewing video recording footage and/or data involving students, PROVIDER staff and volunteers. Only PARTNER can view and/or export video recording data. No unauthorized recordings are permitted of video recording data through cell phones, portable devices or any other means. Any PROVIDER staff who becomes aware of unauthorized disclosure of video recording data and/or a potential privacy breach must immediately inform PARTNER.

PROVIDER staff and volunteers are prohibited from unauthorized use of, tampering with or otherwise interfering with video surveillance equipment. Violations will be subject to disciplinary action that may include, but are not limited to, written reprimand, suspension, demotion or termination of employment. Video recording data will remain the property of PARTNER and may be reproduced only in accordance with applicable law and board policy.

ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 4(B) **Subject:** Approve the Agreement with YMCA - Amendment & Renewal Year 2 of 5 Agreement 2025-2026 After School Education and Safety Program Grant Expanded Learning Opportunities Program Grant	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education ("RSED") Board of Directors ("RSED-Board") approve the Agreement with YMCA of Silicon Valley ("YMCA") - Amendment & Renewal Year 2 of 5 Agreement, 2025-2026 After School Education and Safety ("ASES") Program Grant Expanded Learning Opportunities Program ("ELOP") Grant ("Agreement").

The Agreement will ensure the continuation of services and expand program capacity to meet the requirements of the ASES and ELOP programs at three Rocketship campuses: Rocketship Los Sueños, Rocketship Mosaic, and Rocketship Fuerza.

Background:

In 2007, Rocketship partnered with the YMCA to facilitate after school programs at its school site. As Rocketship has grown, the YMCA has partnered with us at each new site.

In 2022, the California Legislature created ELOP. ELOP provides funding for after school and summer programs for transitional kindergarten through sixth grade students. It requires these programs to be offered to all unduplicated pupils who attend each LEA. At that time, the YMCA declined to expand service based on its staffing capacity. However, Rocketship continued to partner with the YMCA to provide ASES services.

In April 2023, staff engaged with the California Department of Education ("CDE") and received the recommendation to have one after school care partner per local education agency ("LEA").

In 2024, in accordance with the recommendations of the CDE, Rocketship issued a request for proposals ("RFP") for three campuses. We invited four after-school care providers to submit bids: EDMO, YMCA, Boys & Girls Club of Silicon Valley, and Bay Area Community Resources. Three out of four of these vendors submitted proposals. After evaluation, it was determined that the YMCA's proposal addressed the components of the RFP and presented a lower cost for services. Therefore, staff recommended YMCA to be the exclusive ASES and ELOP provider at three Rocketship locations: Rocketship Los Suenos, Rocketship Mosaic, and Rocketship Fuerza.

On July 1, 2024, Rocketship entered into a Memorandum of Understanding ("MOU") with the YMCA to provide services for 180 school days and up to 30 non-school days, as required by the

ELOP program at three Rocketship campuses: Rocketship Los Sueños, Rocketship Mosaic, and Rocketship Fuerza. The original MOU provides that it may be automatically renewed every year for up to five (5) years from the commencement date unless sooner terminated in accordance with the terms of the MOU. However, prior to the automatic annual renewal of the MOU, an annual review of provisions (e.g., cost, program elements, enrollment, staffing, etc.) must be completed by Rocketship and the YMCA. Any substantive changes to the MOU following this review process must be reflected as amendments to the MOU.

Rocketship and YMCA staff have conducted the annual review. Rocketship staff have determined that an extension of the original MOU is appropriate. The attached Agreement reflects the updated contractual terms for the next cycle.

Summary of Previous Board Action by Board:
On June 13, 2024 the RSED-Board approved the Memorandum of Understanding 2024-2025 After School Education and Safety Program Grant and Expanded Learning Opportunities Program Grant.

Fiscal Impact:
The agreement is valued at $2,084,849.78.

Submitted by:
The CA Operations and Extended Learning Team
Christopher Castro, Senior Regional Director of Operations
Paul Nguyen, Associate Director, Extended Learning

AMENDMENT & RENEWAL YEAR 2 of 5 AGREEMENT
2025-2026
AFTER SCHOOL EDUCATION AND SAFETY (ASES) PROGRAM GRANT
EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP) GRANT

By this agreement made and entered into on May 20, 2025, between ROCKETSHIP EDUCATION D/B/A ROCKETSHIP PUBLIC SCHOOLS (hereinafter referred to as **ROCKETSHIP**), and the YMCA OF SILICON VALLEY (hereinafter referred to as **PROVIDER**), in consideration of their mutual covenants, the parties hereto agree as follows:

A. ORIGINAL TERM OF AGREEMENT: The original MOU commenced on July 1, 2024 (the "Commencement Date") and shall be automatically renewed every year for up to five (5) years from the commencement date unless sooner terminated in accordance with the terms of this MOU. Regardless of the date of execution of this MOU, this MOU is effective as of the Commencement Date.

Prior to the automatic renewal of this agreement, an annual review of provisions (e.g., cost, program elements, enrollment, staffing, etc.) shall be completed by ROCKETSHIP and PROVIDER with substantive changes reflected as amendments to this agreement.

B. DUAL FUNDING: A dual-funded or blended-funded program site is one that receives both After School Education and Safety (ASES) and Expanded Learning Opportunities Program (ELOP) funding for expanded learning programs with both funded programs operating as one.

C. DUTIES OF PROVIDER: PROVIDER agrees to provide the following services, materials, and/or products:

Locations:
PROVIDER will operate programs at the following locations:

Fuerza Community Prep	**Los Sueños Academy**	**Mosaic Elementary**
70 S. Jackson Avenue	331 S. 34th Street	950 Owsley Avenue
San Jose, CA 95116	San Jose, CA 95116	San Jose, CA 95122

Hours of Operation

- PROVIDER will ensure that the program will operate every regular school day during the regular school year for 180 days. The program hours are after school beginning immediately upon the conclusion of the regular school day until 6:00 p.m.
- **INTERSESSION**: Intersessions are short breaks or periods between academic sessions or terms. PROVIDER will ensure that the program will operate intersession days during the school year and summer, providing 9 hours of services per day. Specific dates will be determined by the AD of Extended Learning and will not exceed 30 days.
- **EXCLUSIONS**: PROVIDER is allowed to close up to three days for training purposes as allowed by California Department of Education (CDE) guidelines. Proper notification of at least three weeks in advance will be given to ROCKETSHIP staff, students, and families.

Early Release Policy

- PROVIDER will use an agreed upon Early Release policy and apply it on a student-by-student basis. Although students may be released early based on the established policy, the program must remain open until 6:00 p.m.

Program Elements

- PROVIDER will ensure the safety of students through close supervision, proper training of staff, and communication with parents/families and school. The State requires a minimum staff to student ratio of 1:10 for students in transitional kindergarten (TK) and kindergarten (K) and 1:20 for students in grades 1-8. Capacity enrollment by location is as follows and can be adjusted with the 10 leaders/staff allocated to each site location:

Location	G1-G5 Capacity	TK/K Capacity
Rocketship Fuerza Community Prep	200	40
Rocketship Los Sueños Academy	110	40
Rocketship Mosaic Elementary	210	40

- PROVIDER agrees to flexing enrollment by location as long as the ROCKETSHIP locations are within a 10 mile distance of each other. Should ROCKETSHIP desire to flex enrollment, ROCKETSHIP will give PROVIDER 30 days to accommodate the change.
- The program will integrate with the regular school day and other extended learning opportunities while providing a safe physical and emotional environment, opportunities for relationship- building, and promotion of active student engagement through the following required elements:

An educational literacy element, which includes tutoring and/or homework assistance designed to help students meet State standards in one or more of the following core academic subjects: language arts, mathematics, history and social science, science, or computer training.

- An educational enrichment element, which offers an array of additional services, programs, and activities that reinforce and complement the regular academic program of participating students to support positive youth development. Enrichment activities may be designed to enhance the core curriculum. Examples of such activities include, but are not limited to, fine arts education activities, recreational activities, science related activities, physical fitness activities, career-technical education, and prevention activities. Other learning support opportunities may include service-learning and mentoring.
- When determining goals for the educational literacy and educational enrichment elements, PROVIDER will use research-based curricula and strategies that is aligned to California's Common Core State Standards (CCSS) as well as work collaboratively with the school principal to align the goals and needs of the specific school. ROCKETSHIP has selected to report data on the California Assessment of Student Performance and Progress (CAASPP) assessments for the Statewide Evaluation.

- The program will offer a daily nutritious snack or meal that meets the requirements of the U.S. Department of Agriculture (USDA) National School Lunch Program (NSLP,) Child Adult Food Care Program (CACFP,) or Summer Food Service Program (SFSP) for meal supplements. If PROVIDER distributes snacks from ROCKETSHIP's Child Nutrition Services, they will follow specific procedures regarding record keeping, disposing of unused snacks, and completing any necessary documentation.

Staffing/Hiring

- Minimum staff to student ratio is 1:10 for transitional kindergarten (TK) and kindergarten (K) and a minimum staff to student ratio is 1:20 for students in grades 1-8.
- Assistant Directors will be out of ratio to provide support as needed
- PROVIDER will do its own hiring and training of such staff and work collaboratively with the site principal to align the goals and needs of the specific school.
- ROCKETSHIP may request at any time the investigation and/or removal of any of PROVIDER's personnel performing services under this Agreement if ROCKETSHIP reasonably believes such personnel has engaged in misconduct or does not meet appropriate professional standards, and PROVIDER shall promptly comply with such requests**.**

Attendance/Behavior Management

PROVIDER will take daily attendance and check the school's Daily Attendance Report (provided by Office Manager). PROVIDER will call parents/families of any student who was present during the regular school day but absent from the Program. This will be a safety precaution to account for any student who may be opting to go elsewhere after school.

- PROVIDER will check the school site's Daily Attendance Report to see if a student was absent from the regular school day but chose to attend the Program. Students will not be allowed to attend after school if they miss the regular school day. The same guideline applies to students who have been suspended; they are not allowed to be on campus during or after school hours.
- PROVIDER will work to maintain an average daily attendance of 85 percent of the maximum total.
- PROVIDER will be responsible for training its staff on behavior management and will work collaboratively with the school's staff and principal to align the behavior expectations.
- PROVIDER will be responsible for implementing behavior management steps and will communicate with the school's staff and principal any necessary concerns regarding specific students or families.
- PROVIDER will implement a specific process regarding consequences such as being dropped from the Program for students who are consistently absent or not following guidelines. Any such actions will need to be communicated to the school.

Data Collection & Reporting

- PROVIDER will work collaboratively with ROCKETSHIP to collect and report data, according to State requirements. This will include semi-annual attendance reports, quarterly expenditure reports; and annual fiscal and evaluation reports as well as evaluation of the effectiveness of programs. Due dates to ROCKETSHIP are as follows:
  - 10 business days before January 31 and 10 business days before July 31 for the **semi-annual attendance reports**;
  - 10 business days before October 31, 10 business days before January 31, 10 business days before April 30 and 10 business days before July 31 for the **quarterly expenditure reports**; and
  - 40 business days (approximately 8 weeks) before October 15 for the **annual evaluation reports.**
- PROVIDER will use the State's standardized procedures and collection tools developed by the CDE for evaluation purposes.
- PROVIDER will keep accurate attendance records and implement a record keeping procedure for the purpose of data reporting to the State, as well as backup documentation for the school site (e.g., principal and parents) and ROCKETSHIP (e.g., audits). PROVIDER will submit an Excel file with daily attendance lists as well as a summary of attendance numbers according to the specified time line above.
- PROVIDER will keep all financial and attendance records for five years and will provide access

upon request. PROVIDER will submit the CDE Quarterly Report and the detailed Quarterly Expenditure Report to ROCKETSHIP according to the specified time line above.

- PROVIDER will complete and return daily the meal production records to Child Nutrition Services if meals are provided by ROCKETSHIP.

Program Effectiveness

PROVIDER will use the evaluation results to monitor and revise the program to meet the goals of ROCKETSHIP and school(s).

Facilities

- The physical location where the Program is implemented will be designated as the program site.
- PROVIDER shall be responsible for lost, damaged or stolen property as a result of PROVIDER's use of district property.
- PROVIDER shall ensure that any space being used is left in a tidy manner and ready to be cleaned by ROCKETSHIP's Maintenance staff (e.g., picking up trash from the floors, putting away books, materials, supplies, etc.).
- PROVIDER will conduct a daily opening and closing checklist and report any concerns to ROCKETSHIP's Facilities and Safety Manager, immediately.
- PROVIDER shall give prompt notice to the designated ROCKETSHIP Regional Director(s) of Operations in case of fire, accident, or other occurrence at the school(s).
- PROVIDER will take all reasonable efforts and actions to resolve accidents (i.e., calling emergency response, preparation of incident report, etc.) for, with or on behalf of ROCKETSHIP.

D. ROCKETSHIP PUBLIC SCHOOLS' OBLIGATIONS: For the period of this MOU, ROCKETSHIP shall provide the following:

Enrollment Process/Priority

ROCKETSHIP will work collaboratively with PROVIDER to offer the Program to all students using various culturally and linguistically effective/appropriate communication channels e.g., posting a sign, assisting to call families, including information in newsletter).

Attendance/Behavior Management

- The school Office Manager will provide Daily Attendance Reports in PROVIDER's mailbox.
- The school staff and principal will work cooperatively with PROVIDER to ensure positive attendance and behavior management.

Data Collection & Reporting

- ROCKETSHIP will work collaboratively with PROVIDER to collect and report data, according to State requirements. This will include semi-annual attendance reports, quarterly expenditure reports; and annual fiscal and evaluation reports as well as evaluation of the effectiveness of programs.
- ROCKETSHIP will use the State's standardized procedures and collection tools developed by the CDE for evaluation purposes.

Program Effectiveness

- ROCKETSHIP will share appropriate evaluation results with PROVIDER to facilitate the enhancement of the Program to align with ROCKETSHIP and school goals.
- ROCKETSHIP will include PROVIDER's staff in appropriate staff development and meetings (e.g., behavioral interventions, social-emotional wellness methods, language arts, math, etc.).

Facilities

- The physical location where the Program is implemented will be designated as the program sites.
- ROCKETSHIP will provide space as needed to meet the attendance requirements as defined by the grant, such as classrooms, use of student restrooms, drinking fountains, playground facilities, and gym/multi-purpose rooms.
- ROCKETSHIP will provide technology (i.e., student-assigned devices) for student use and internet and telephone for both staff and student use with PROVIDER adhering to ROCKETSHIP's staff and student use of technology policies with PROVIDER responsible for replacement of lost, damaged or stolen equipment.
- ROCKETSHIP will provide secure space for the storage of PROVIDER's office supplies, program supplies and PROVIDER's employees' personal effects.
- ROCKETSHIP will provide office/desk space for PROVIDER's Regional Director, each school site's respective Site Director and Assistant Director, if applicable.
- ROCKETSHIP will provide access to non-exclusive use of the parking lot located on school site.
- ROCKETSHIP will provide all water, electricity, lighting, heating, and trash removal service.
- ROCKETSHIP will provide janitorial services to the space provided in school buildings at a minimum of three times per week (e.g., vacuum carpet, sweep and mop floors, wipe surfaces, clean bathrooms, and remove trash).
- ROCKETSHIP will provide security, i.e., process of securing buildings and school alarms as necessary.
- ROCKETSHIP will provide access codes and alarm codes for each location. PROVIDER shall be responsible for any damage, theft, fire, death, personal injury, fines, or penalties resulting from PROVIDER's use thereof. PROVIDER acknowledges and agrees building access and alarm codes are highly confidential and agrees to handle such information accordingly.
- ROCKETSHIP will provide access to or will assign ROCKETSHIP Equipment, which may include but is not limited to keys, key-fobs, and front office equipment ("Equipment"). PROVIDER understands and acknowledges PROVIDER is responsible for the Equipment issued to PROVIDER; PROVIDER will use the Equipment in the manner intended; PROVIDER is responsible for any damage done to Equipment, normal wear and tear excepted. Upon termination of this Agreement, PROVIDER shall return all Equipment in proper working order, normal wear and tear excepted.

E. COMPENSATION: For the full performance of this MOU, ROCKETSHIP shall pay PROVIDER $ $2,084,849.78 (EXHIBIT A) for services provided under the terms and conditions and duties of the provider outlined above.

The Parties will make all reasonable efforts to provide access to all ROCKETSHIP students who desire to participate in the Program. Notwithstanding the foregoing, PROVIDER may maintain a waitlist. If the waitlist reaches 12 students or more, this agreement will be amended to account for budget adjustments in increments of 12-20 students, not to exceed a staff to student ratio of 1:20.

PROVIDER agrees to assume financial responsibility in the event ROCKETSHIP is required to repay ELOP funds as a result of PROVIDER'S failure to meet ELOP program requirements outlined above. The amount of financial responsibility assumed by PROVIDER shall be equal to the amount required to be repaid by ROCKETSHIP and shall be limited to the program year with the exception.

F. PAYMENT TERMS: Payment to be made as follows:
PROVIDER shall submit an invoice to generate payment. ROCKETSHIP shall pay PROVIDER in monthly installments beginning with the execution of this MOU. Payment shall be paid within two business weeks of receipt of invoice.

Billing Address:
ROCKETSHIP Public Schools
Attn: Preston Smith, Chief Executive Officer
Address: Rocketship Public Schools
2001 Gateway Place Ste 230E
San Jose, CA 95110

G. PERIOD OF MOU: PROVIDER's work as specified in the original MOU commenced on July 1, 2024 and shall be completed on or before June 30, 2029.

H. Reference General Terms and Conditions and Exhibit B.

I. GENERAL TERMS AND CONDITIONS:

1. INDEMNIFICATION: PROVIDER agrees to indemnify, defend, and hold harmless ROCKETSHIP, its affiliates, and each of their board of directors, officers, agents, employees, and volunteers from and against any liability, claim, action, cost, damage or loss, including reasonable costs and attorneys' fees, for injury, including death, to any person or damage to any property arising out of PROVIDER's activities under this memorandum of understanding, but excluding liability due to the sole negligence or willful conduct of ROCKETSHIP. This obligation shall continue beyond the term of this MOU as to any act or omission which occurred during or under this MOU. This indemnification obligation is not limited in any way by any limitation on the amount or type of damages or compensation payable to or for PROVIDER or its employees or agents under workers' compensation acts, disability benefit acts, or other employee benefits acts.

ROCKETSHIP agrees to indemnify, defend, and hold harmless PROVIDER, its affiliates, and each of their board of directors, officers, agents, employees, and volunteers from and against any liability, claim, action, cost, damage or loss, including reasonable costs and attorneys' fees, for injury, including death, to any person or damage to any property arising out of ROCKETSHIP's activities under this memorandum of understanding, but excluding liability due to the sole negligence or willful conduct of PROVIDER. This obligation shall continue beyond the term of this MOU as to any act or omission which occurred during or under this MOU. This indemnification obligation is not limited in any way by any limitation on the amount or type of damages or compensation payable to or for ROCKETSHIP or its employees or agents under workers' compensation acts, disability benefit acts, or other employee benefits acts.

2. INSURANCE: PROVIDER will maintain general liability insurance, automobile coverage, and workers compensation coverage in such an amount as may be reasonably necessary to assure compliance with the Indemnification provision, herein above. ROCKETSHIP shall be named as additional insured on an endorsement with respect to the liability coverage. PROVIDER agrees to provide copies of the required policies of insurance to ROCKETSHIP. See details in Exhibit B.

3. NON-DISCRIMINATION: No discrimination shall be made in the employment of persons under this MOU because of the race, religion, sex, age, national origin, ancestry, political affiliations, disability, medical condition, marital status, or sexual orientation.

4. CONFLICT OF INTEREST: Before executing this MOU, PROVIDER shall disclose to ROCKETSHIP the identities of any board member, officer, or employee of ROCKETSHIP, or relatives thereof, who PROVIDER knows of should know will have any financial interest resulting from this MOU.

5. LICENSE AND AUTHORITY: PROVIDER will maintain all necessary licenses during the term of this MOU. If other than a natural person, PROVIDER is duly authorized to enter into this MOU by its governing or controlling body. Evidence or copies of all necessary licenses must accompany this MOU.

6. EQUIPMENT: PROVIDER will provide all necessary equipment to render his/her services pursuant to this MOU, unless otherwise agreed to by the parties.

7. USE OF ADDITIONAL WORKERS BY PROVIDER: PROVIDER may, at PROVIDER's own expense, employ additional workers or other PROVIDERs as necessary for the completion of this MOU and shall maintain workers' compensation insurance as required by state law. ROCKETSHIP shall not control, direct, or supervise PROVIDER's additional workers or PROVIDERs in the performance of those services. PROVIDER assumes full and sole responsibility for the payment of all compensation and expenses of these additional workers or PROVIDERs and for all state and federal income tax, unemployment insurance, social security, disability insurance, and other applicable withholdings. PROVIDER shall not hire employees of ROCKETSHIP for performance of this MOU.

8. ASSIGNMENT: Without the written consent of ROCKETSHIP, this MOU is not assignable by PROVIDER.

9. SUCCESSORS AND ASSIGNS: This MOU shall be binding on the heirs, executors, administrators, successors, and assigns of the respective parties.

10. FINGERPRINTING AND CRIMINAL RECORDS CHECK: PROVIDER shall comply with the provisions of Education code section 45125.1 regarding the submission of employee fingerprints with the California Department of Justice and the completion of criminal background investigations of its employees. PROVIDER shall not permit any employees to have any contact with ROCKETSHIP pupils until such time as PROVIDER has verified in writing to the governing board of ROCKETSHIP that such employee has not been convicted of a felony as defined in Education code 45125.1. PROVIDER's responsibility shall extend to all employees, subcontractors and employees of subcontractors regardless of whether such individuals are paid or unpaid, concurrently employed by the district and/or acting as independent PROVIDERs of PROVIDER. Verification of compliance with this section shall be provided in writing to the ROCKETSHIP prior to the commencement of participation in the agreed project and prior to contact with students.

11. HEALTH EXAMINATION: No person shall be initially allowed to interact with students unless he/she has placed on file with PROVIDER or district a certificate from a physician licensed under the Business and professions Code upon hire, indicating that a tuberculosis examination within the past 60 days shows that he/she is free from active tuberculosis. The tuberculosis examination shall consist of an approved intradermal tuberculin test. An X-ray of the lungs shall be required only if the intradermal test is positive. (Education Code 49406).

12. GOVERNING LAW: The validity of this MOU and any of its terms or provisions as well as the rights and duties of the parties hereunder shall be governed by the laws of the state of California.

13. CHANGES OR ALTERATIONS: No changes, alterations, or variations of any kind to this MOU are authorized without the written consent of ROCKETSHIP.

14. HEADINGS: All section headings contained herein are for clarification and convenience of reference only and are not intended to limit the scope of any provision of the MOU.

15. TERMINATION: Either party may terminate this MOU upon thirty days advance written notice. ROCKETSHIP will be relieved of the payment of any consideration to the PROVIDER should PROVIDER fail to perform under this MOU or terminate MOU prior to the compensation date. In the event of such termination, ROCKETSHIP may proceed with the work in any manner deemed proper by ROCKETSHIP. The cost to ROCKETSHIP shall be deducted from any sum due to the PROVIDER under this MOU.

16. SEVERABILITY: In the event any portion of this MOU shall be held by a Court to be invalid, such holding shall not invalidate the remainder of this MOU.

17. AMBIGUITY: The language herein shall be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all parties shall be treated as equally responsible for such ambiguity.

18. COPYRIGHT: Any written or electronic media product produced as a result of this contract shall be a work for hire and shall be the property of ROCKETSHIP.

19. EXPENSES: PROVIDER will use 85 percent of the grant’s total for direct services to participants. PROVIDER will be responsible for administrative costs beyond 15 percent, all costs of equipment provided by PROVIDER, all fees, fines, licenses, bonds or taxes required of or imposed against PROVIDER, and all other of PROVIDER's costs of doing business.

20. INDEPENDENT CONTRACTOR STATUS: This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this MOU, PROVIDER certifies that no one who has or who will have any financial interest under this MOU is an officer or employee of ROCKETSHIP. Additionally, as the Contractor/PROVIDER is not an ROCKETSHIP employee, ROCKETSHIP is not responsible for obtaining workers' compensation insurance coverage for the Contractor/PROVIDER.

J. COMMUNICATIONS: Communications between the parties to this MOU may be sent to the following addresses:

ROCKETSHIP

Rocketship Education

Attn: Maricela Guerrero

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

PROVIDER

YMCA OF SILICON VALLEY

Attn: Rachel Del Monte, COO

Address: 550 S. Winchester Blvd, Ste 250
San Jose, CA 95128

With a copy of any legal notices emailed to:
Leah Olson, Senior Counsel
lolson@rsed.org

ROCKETSHIP PUBLIC SCHOOLS
WORKERS' COMPENSATION INSURANCE
(AS REQUIRED BY THE CALIFONIA LABOR CODE INSURANCE)
PROVIDER'S CERTIFICATE OF EXEMPTION

I, Rachel Del Monte, doing business as Representative of YMCA OF SILICON VALLEY, hereby certify that I understand the requirements of the California Labor Code as they relate to Workers' Compensation Insurance. I certify that during the life of this MOU, I shall not employ any person in any manner so as to become subject to the Workers' Compensation requirements. In case any work is sublet, I shall require my sub-PROVIDERs similarly to provide Workers' Compensation Insurance for the sub-providers employees, all in compliance with State laws.

I agree to fully protect ROCKETSHIP PUBLIC SCHOOLS for any and all injury and death claims arising out of the work performed for ROCKETSHIP. I agree to indemnify ROCKETSHIP for any penalties and losses resulting to it from failure of either I or my sub-PROVIDERs to take out and maintain such insurance.

If, after making this Certificate of Exemption, I should become subject to the Workers' Compensation provisions of the Labor Code, I agree to forthwith comply with such provisions or this contract shall be deemed revoked.

Signature _____

Name (Print): Rachel Del Monte
Title: Chief Operational Officer
Address: 550 S. Winchester Blvd, Ste 250, San Jose, CA 95128
Phone: 408-351-6400

J. UNDERSTANDING AND ACCEPTANCE OF THE PARTIES: This MOU constitutes the entire understanding of the parties. PROVIDER's signatures below signify both an understanding and acceptance of the contract (MOU) provisions.

ROCKETSHIP:	**PROVIDER**:
ROCKETSHIP Public Schools	YMCA of Silicon Valley
By: _____	By: _____
Name of Authorized Signatory/Title	Rachel Del Monte, COO
Date: _____	Date: _____

EXHIBIT A

180 School Days till 6pm and up to 30 Non-School Days, 9 hours Each Day

School	Enrollment	25/26 Compensation
RFZ - Fuerza Community Prep	240	$781,818.67
RLS - Los Sueños Academy	150	$488,636.67
ROMO - Mosaic Elementary	250	$814,394.45
Total	640	$2,084,849.78

EXHIBIT B
INSURANCE

PROVIDER represents and warrants that, at PROVIDER sole cost and expense, it will maintain for the duration of this AGREEMENT self-insurance against claims for injuries to persons or damages to property which may arise from, or in connection with, the services provided hereunder by PROVIDER, its agents, representatives, employees or subcontractors and the indemnity provisions of Section H of this MOU.

The requirements of this section may be satisfied by the provision of similar coverage through self-insurance program.

A. MINIMUM SCOPE OF INSURANCE

Coverage shall be at least as broad as:

1. The coverage described in Insurance Services Office Form Commercial General Liability coverage ("occurrence") Form Number CG 0001, including products and completed operations, and X, C, U where applicable; and
2. The coverage described in Insurance Services Office Form Number CA 0001 covering Automobile Liability, Code 1 "any auto", or Code 2 "owned autos" and Endorsement CA 0025. Coverage shall also include Code 8 "hired autos" and Code 9 "non-owned autos"; and
3. Workers' Compensation insurance as required by the California Labor Code and Employers Liability insurance.

B. MINIMUM LIMITS OF INSURANCE

PROVIDER and ROCKETSHIP shall maintain limits no less than:

1. Commercial General Liability: $1,000,000 per occurrence for bodily injury, personal injury and property damage. If Commercial Liability Insurance or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this project/location or the general aggregate limit shall be twice the required occurrence limit; and
2. Automobile Liability: $1,000,000 combined single limit per accident for bodily injury and property damage; and
3. Workers' Compensation and Employers' Liability: Workers' Compensation limits as required by the California Labor and Employers Liability limits of $1,000,000 per accident.
4. Cyber Liability: $2,000,000 limit/aggregate with $5,000 retention for First and Third Party Liability

5. Abusive Conduct Liability: $1,000,000 occurrence/$2,000,000 aggregate.

C. DEDUCTIBLES AND SELF-INSURED RETENTIONS

Any deductibles or self-insured retentions must be declared to, and approved by ROCKETSHIP's Risk

Manager. At the option of ROCKETSHIP, either; the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects ROCKETSHIP, its officers, employees, agents and PROVIDERs; or PROVIDER shall procure a bond guaranteeing payment of losses and related investigations, claim administration and defense expenses in an amount specified by the ROCKETSHIP's Risk Manager.

D. OTHER INSURANCE PROVISIONS

The policies are to contain, or be endorsed to contain, the following provisions:

1. Commercial General Liability and Automobile Liability Coverages

a. ROCKETSHIP, its officers, employees, agents and PROVIDERs are to be covered as additional insureds as respects: Liability arising out of activities performed by or on behalf of, PROVIDER; products and completed operations of PROVIDER; premises owned, leased or used by PROVIDER; and automobiles owned, leased, hired or borrowed by PROVIDER. The coverage shall contain no special limitations on the scope of protection afforded to ROCKETSHIP, its officers, employees, agents and PROVIDERs.

b. PROVIDER's insurance coverage shall be primary insurance as respects ROCKETSHIP, its officers, employees, agents and PROVIDERs. Any insurance or self-insurance maintained by ROCKETSHIP, its officers, employees, agents or PROVIDERs shall be excess of PROVIDER's insurance and shall not contribute with it. PROVIDER, its officers, employees, agents and PROVIDERs are to be covered as additional insured as respects: Liability arising out of activities performed by or on behalf of, ROCKETSHIP; products and completed operations of ROCKETSHIP; premises owned, leased or used by ROCKETSHIP; and automobiles owned, leased, hired or borrowed by ROCKETSHIP. The coverage shall contain no special limitations on the scope of protection afforded to the PROVIDER, its officers, employees, agents, and PROVIDERs.

c. Any failure to comply with reporting provisions of the policies by PROVIDER shall not affect coverage provided ROCKETSHIP, its officers, employees, agents, or PROVIDER’s.

d. Coverage shall state that PROVIDER's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

2. All Coverages

Each insurance policy required by this AGREEMENT shall be endorsed to state that coverage shall not be suspended, voided, canceled, or reduced in limits except after thirty (30) days' prior written notice has been given to ROCKETSHIP.

E. ACCEPTABILITY OF INSURERS

Insurance is to be placed with insurers acceptable to ROCKETSHIP.

F. VERIFICATION OF COVERAGE

PROVIDER shall furnish ROCKETSHIP with an Affidavit of Insurance affecting coverage required by this AGREEMENT. The Affidavit of Insurance for each coverage are to be signed by a person authorized by that insurer to bind coverage on its behalf.

G. SUBCONTRACTORS

PROVIDER shall include all subcontractors as insured under its policies or shall obtain separate certificates.

ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 4(C) **Subject:** Review and Approve Third Amendment to Memorandum of Understanding (MOU) 2023-2028 between Rocketship Public Schools and Boys & Girls Clubs of Silicon Valley Expanded Learning Opportunity Program	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education ("RSED") Board of Directors ("RSED-Board") approve the Third Amendment ("Third Amendment") to Memorandum of Understanding 2023-2028 ("MOU") between Rocketship Education ("RSED") and Boys & Girls Clubs of Silicon Valley ("BGCSV") Expanded Learning Opportunity Program ("ELOP").

The Third Amendment will ensure the continuation of services and expand program capacity to meet the requirements of the ELOP and After School Education and Safety ("ASES") programs at ten Rocketship campuses: Rocketship Alma, Rocketship Brilliant Minds, Rocketship Delta Prep, Rocketship Discovery Prep, Rocketship Futuro Academy, Rocketship Mateo Sheedy Elementary, Rocketship Redwood City Prep, Rocketship Rising Stars Academy, Rocketship Sí Se Puede Academy, and Rocketship Spark Academy.

Background:

In August 2023, RSED entered into the MOU with BGCSV whereby BGCSV would provide ELOP services to all thirteen (13) Rocketship California campuses. In addition, under the MOU, BGCSV also provided ASES programming at two (2) locations (dual-funded sites): Rocketship Delta Prep and Rocketship Futuro Academy.

In December 2023, RSED and BGCSV entered into a First Amendment to the MOU ("First Amendment"). BGCSV increased the number of dual-funded sites served (ASES and ELOP) under the MOU from two (2) locations to seven (7) locations.

In June 2024, RSED and BGCSV entered into a Second Amendment to the MOU ("Second Amendment"). The Second Amendment addressed the California Department of Education recommendation that there be a single after school care provider at each local education agency ("LEA"). RSED increased the number of dual-funded sites from seven (7) to ten (10) locations

Among other things, the Third Amendment provides that BGCSV will serve 2,150 students for a total cost of $6,450,000. This cost includes service for 180 school days.

Summary of Previous Board Action by Board:
On June 13, 2024 the RSED-Board approved the Second Amendment.

Fiscal Impact:
The Third Amendment is valued at $6,450,000. Below is a breakdown of enrollment and cost per school.

Submitted by:
The CA Operations and Extended Learning Team
Christopher Castro, Senior Regional Director of Operations
Paul Nguyen, Associate Director, Extended Learning

THIRD AMENDMENT TO
MEMORANDUM OF UNDERSTANDING (MOU) 2023-2028
BETWEEN ROCKETSHIP PUBLIC SCHOOLS AND BOYS & GIRLS CLUBS OF SILICON VALLEY
EXPANDED LEARNING OPPORTUNITY PROGRAM

This THIRD AMENDMENT TO THE MEMORANDUM OF UNDERSTANDING ("MOU") is entered into and becomes effective on _____ (Effective Date), between ROCKETSHIP PUBLIC SCHOOLS (hereinafter referred to as **PARTNER**), and BOYS & GIRLS CLUBS OF SILICON VALLEY (hereinafter referred to as **PROVIDER**), hereinafter referred to collectively as the "Parties."

RECITALS

The following recitals are a substantive part of this Amendment:

1. This Third Amendment to the MOU is entered into in consideration of the Parties mutual covenants.
2. The PROVIDER and PARTNER entered into that "Memorandum of Understanding" made as of September 9, 2023, for PROVIDER to operate an Expanded Learning Opportunity Program at thirteen Rocketship school locations.
3. The PROVIDER and PARTNER entered into a "First Amendment to the Memorandum of Understanding" made as of January 1, 2024 which changed the scope of services to increase the number of students to be served at thirteen Rocketship school locations and compensation.
4. The PROVIDER and PARTNER entered into a "Second Amendment to the Memorandum of Understanding" made as of August 1, 2024 which changed the scope of services to maintain the same number of students to be served at ten Rocketship school locations and compensation.

AMENDMENT

THE PARTIES HERETO AGREE AS FOLLOWS:

1. **Amendments**: All terms and conditions of the MOU, as amended, shall remain in full force and effect; except that the following amendments shall be made as set forth below:

   1.1. Paragraph **C. DUTIES OF PROVIDER "Program Elements"**

Location	Capacity	TK/K Capacity
Rocketship Alma	120	40
Rocketship Brilliant Minds	190	40
Rocketship Delta Prep	120	40
Rocketship Discovery Prep	120	40
Rocketship Fuerza Community Prep	120	40
Rocketship Futuro Academy	140	40
Rocketship Los Sueños Academy	100	40
Rocketship Mateo Sheedy Elementary	100	40
Rocketship Mosaic Elementary	140	40
Rocketship Redwood City Prep	154	40
Rocketship Rising Stars Academy	170	40

Rocketship Sí Se Puede Academy	170	40
Rocketship Spark Academy	220	40

Shall be replaced in its entirety by the following:

Location	Capacity	TK/K Capacity
Rocketship Alma	180	40
Rocketship Brilliant Minds	190	40
Rocketship Delta Prep	180	40
Rocketship Discovery Prep	180	40
Rocketship Futuro Academy	220	40
Rocketship Mateo Sheedy Elementary	190	40
Rocketship Redwood City Prep	160	40
Rocketship Rising Stars Academy	180	40
Rocketship Sí Se Puede Academy	180	40
Rocketship Spark Academy	204	40

1.2. Paragraph **E. COMPENSATION** shall be amended and replaced in its entirety by the following:

Effective January 1, 2024 for the remaining period of performance, ROCKETSHIP shall pay PROVIDER $5,425,231 as shown below.

Annual compensation under the amended MOU will be adjust prior to the start of each school year based upon agreed enrollment by both parties.

EXHIBIT A

School	Enrollment	23/24 Compensation
RSA - Alma Academy	120	$364,075.80
RBM - Brilliant Minds	190	478,783.80
RDL - Delta Prep	120	364,075.80
RDP - Discovery Prep	120	364,075.80
RFZ - Fuerza Community Prep	120	364,075.80
RFA - Futuro Academy	140	476,029.40
RLS - Los Sueños Academy	100	332,285.80
RMS - Mateo Sheedy	100	332,285.80
ROMO - Mosaic Elementary	140	476,029.40
RRWC - Redwood City Prep	154	417,781.80
RRS - Rising Stars Academy	170	448,702.00
RSSP - Sí Se Puede Academy	170	448,702.00
RSK - Spark Academy	220	602,084.41
TOTAL	**1,864**	**$5,424,231.00**

Shall be replaced in its entirety by the following:

Effective August 1, 2024, ROCKETSHIP shall pay PROVIDER $5,968,000 ($3200 per student) as shown below.

Annual compensation under the amended MOU will be adjusted prior to the start of each school year based upon agreed enrollment by both parties.

EXHIBIT A

School	Enrollment	24/25 Compensation
RSA - Alma Academy	180	576,000
RBM - Brilliant Minds	190	608,000
RDL - Delta Prep	180	576,000
RDP - Discovery Prep	180	576,000
RFA - Futuro Academy	220	704,000
RMS - Mateo Sheedy	190	608,000
RRWC - Redwood City Prep	160	512,000
RRS - Rising Stars Academy	180	576,000
RSSP - Sí Se Puede Academy	180	576,000
RSK - Spark Academy	204	652,800
TOTAL	**1,864**	**$5,968,000**

1.3. Paragraph **E. COMPENSATION** shall be amended and replaced in its entirety by the following:

Effective August 1, 2024, ROCKETSHIP shall pay PROVIDER $5,968,000 ($3200 per student) as shown below.

Annual compensation under the amended MOU will be adjust prior to the start of each school year based upon agreed enrollment by both parties.

EXHIBIT A

School	Enrollment	24/25 Compensation
RSA - Alma Academy	180	576,000
RBM - Brilliant Minds	190	608,000
RDL - Delta Prep	180	576,000
RDP - Discovery Prep	180	576,000
RFA - Futuro Academy	220	704,000
RMS - Mateo Sheedy	190	608,000
RRWC - Redwood City Prep	160	512,000
RRS - Rising Stars Academy	180	576,000
RSSP - Sí Se Puede Academy	180	576,000
RSK - Spark Academy	204	652,800
TOTAL	**1,864**	**$5,968,000**

Shall be replaced in its entirety by the following:

Effective August 1, 2025, ROCKETSHIP shall pay PROVIDER $6,450,000 ($3000 per student) as shown below.

Annual compensation under the amended MOU will be adjust prior to the start of each school year based upon agreed enrollment by both parties.

EXHIBIT A

School	Enrollment Capacity	TK/K Spots	25/26 Compensation
RSA - Alma Academy	240	40	720,000
RBM - Brilliant Minds	220	40	660,000
RDL - Delta Prep	210	40	630,000
RDP - Discovery Prep	180	40	540,000
RFA - Futuro Academy	300	40	900,000
RMS - Mateo Sheedy	180	40	540,000
RRWC - Redwood City Prep	180	40	540,000
RRS - Rising Stars Academy	240	50	720,000
RSSP - Sí Se Puede Academy	180	40	540,000
RSK - Spark Academy	220	50	660,000
TOTAL	**2150**	**420**	**$6,450,000**

1.3. Paragraph C. **DUTIES OF PROVIDER "Staffing"** shall be amended to add the following provision:

- ROCKETSHIP may request at any time the investigation and/or removal of any of PROVIDER's personnel performing services under this Agreement if ROCKETSHIP reasonably believes such personnel has engaged in misconduct or does not meet appropriate professional standards, and PROVIDER shall promptly comply with such requests**.**

2. Conflicts: In the event of a conflict between the terms and provisions of this Amendment to the MOU and the terms and provisions of the MOU or any earlier amendment, if applicable, the terms of the Amendment to the MOU shall govern and control.

ROCKETSHIP:
Rocketship Public Schools

By: _____
Name: Preston Smith
Title: CEO
Date: _____

By: _____
Name:
Title: CFO
Date: _____

PROVIDER:
Boys & Girls Clubs of Silicon Valley

By: _____
Name: Steve Wymer
Title: CEO
Date: 06/04/2025

ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 4(D) **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 members and the Redwood City School District ("RCSD"), a facilities use agreement was agreed upon. Staff members recommend the Rocketship Education ("RSED") Board of Directors ("RSED-Board") approve the Facilities Use Agreement ("FUA") for Rocketship Redwood City Prep ("RRWC").

Background:

RRWC has occupied RCSD facilities at the former site of Hawes Elementary school since the 2021-2022 school year. The parties have operated under previous facilities use agreements pursuant to California Education Code section 47614 and its implementing regulations ("Prop 39").

In the Fall of 2024, RRWC submitted its annual facilities request pursuant to the requirements of Prop. 39. This school year, after negotiations, RSED and RCSD agreed to enter into the FUA, in-lieu of a traditional, one year, Prop. 39 facilities use agreement.

Under the FUA, RRWC will have the opportunity to continue at its current facility through June 30, 2027 and RRWC will not have to engage in the annual Prop. 39 application process in the fall of 2025 for the 26-27 school year.

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. The FUA extends the terms of the most recently approved facilities use agreement and it outlines the terms and conditions pursuant to which RRWC will occupy classrooms and use facilities, including recreation, play space, furniture and installed equipment 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.

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				
EXCUSIVE USE: 25-26 ($0.95/sq.ft.) 26-27 ($1.08/sq. ft.)	TEACHING, SPECIALIZED AND NON-TEACHING SPACE	SIZE Sqare 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:* (29%; $0.276/25-26 $0.313/26-27)	SPACE DESCRIPTION		PRO RATA CHARGE	PRO RATA CHARGE
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
Maricela Guerrero
Executive Director

Date: 5/5/2025

EXHIBIT A

DEPICTION OF HAWES CAMPUS

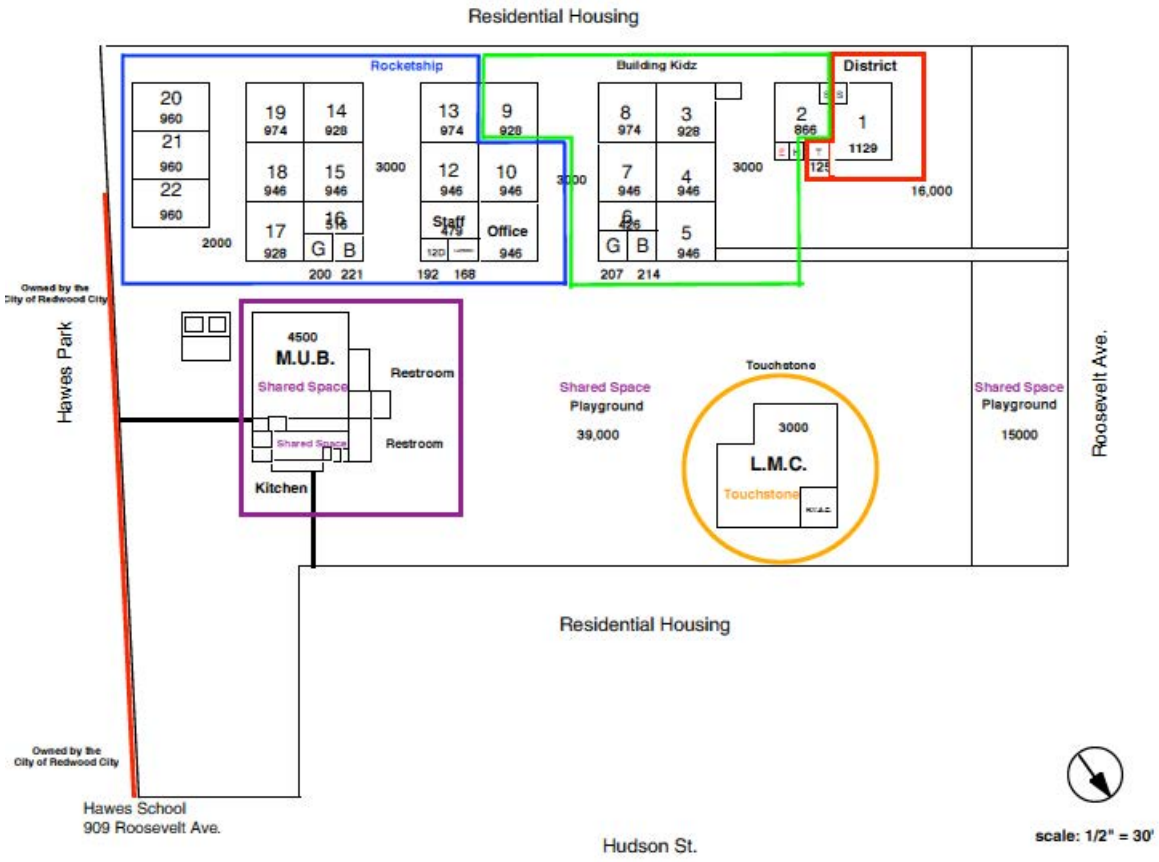


EXHIBIT B
Rocketship Redwood City Prep Charter School

SPACE ALLOCATION SUMMARY CHART (2025-27)				
FORMER HAWES ELEMENTARY SCHOOL				
EXCUSIVE USE: 25-26 ($0.95/sq.ft.) 26-27 ($1.08/sq. ft.)	**TEACHING, SPECIALIZED AND NON-TEACHING SPACE**	**SIZE Sqare 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:* (29%; $0.276/25-26 $0.313/26-27)	**SPACE DESCRIPTION**		**PRO RATA CHARGE**	**PRO RATA CHARGE**
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.***

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

Agenda Item: 4(E) **Subject:** Approve the Contract Extension Agreement with Nob Hill Catering, Inc., DBA The LunchMaster	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education ("RSED") Board of Directors ("RSED-Board") approve the Contract Extension Agreement ("Contract Extension #1") with Nob Hill Catering, Inc., DBA The LunchMaster for the 2025–2026 school year.

Background:

Rocketship Education has an existing base food service contract ("Base Contract") with its current food service vendor, Nob Hill Catering, Inc., DBA The LunchMaster ("LunchMaster") for the following schools:

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

As part of the USDA's National School Lunch Program ("NSLP") and School Breakfast Program ("SBP") regulations, schools are allowed to engage in one-year contract extensions relating back to their base food service contracts, for up to four years.

Rocketship Education has decided to renew the Base Contract with LunchMaster for the 2025–2026 school year pursuant to Contract Extension #1. Contract Extension #1 would be the first one-year contract extension for Rocketship Education. As part of this contract extension under Contract Extension #1, LunchMaster will continue to provide students with daily breakfasts and lunches that are nutritionally compliant with the NSLP and SBP, maintaining the same pricing as the previous school year.

Summary of Previous Board Action by Board:
The RSED-Board approved the Base Contract with LunchMaster on March 6, 2024.

Fiscal Impact:

Per the 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 COMPANY

CONTRACTOR'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 Schools

BY *(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 95110

BY *(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

Agenda Item: 4(F) **Subject:** Approve the Contract Extension Agreement with Bigbreak, LLC, DBA Chefables	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education ("RSED") Board of Directors ("RSED-Board") approve the Contract Extension Agreement ("Contract Extension #1") with Bigbreak, LLC, DBA Chefables ("Chefables") for the 2025–2026 school year.

Background:

Rocketship Education has an existing base food service contract ("Base Contract") with its current food service vendor, Chefables for the following schools:

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

As part of the USDA's National School Lunch Program ("NSLP") and School Breakfast Program ("SBP") regulations, schools are allowed to engage in one-year contract extensions relating back to their base food service contracts, for up to four years.

This contract will be the first one-year contract extension for Rocketship Education.

Rocketship Education has decided to renew the Base Contract with Chefables for the 2025–2026 school year. More specifically, Rocketship Education's Regional Executive Team proposes to enter into Contract Extension #1, engaging in the first extension year with Chefables. As part of this extension under Contract Extension #1, Chefables will continue to provide students with daily breakfasts and lunches that are nutritionally compliant with the NSLP and SBP, albeit at an increased rate per the terms of the Base Contract. Under the terms of the Base Contract, Chefables is allowed to increase prices based on the Consumer Prices and Price Index ("CPI"), Food Away From Home San Francisco, for the most recent December.

Summary of Previous Board Action by Board:
The Board approved the Base Contract with Chefables on March 6, 2024.

Fiscal Impact:

Per the Base Contract, Chefables is allowed to increase prices based on the CPI, Food Eaten Away From Home San Francisco, for the most recent December. Pursuant to the Base Contract, Chefables proposed an increase of 5.0%, which staff have agreed to. Chefables elected to increase prices as outlined below. RSED's California Regional Executive Team is amenable to these terms.

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 COMPANY

CONTRACTOR'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 Schools

BY *(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 95110

BY *(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

Agenda Item: 4(G) **Subject:** Approve the Services Agreement with BrightBee Inc.	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):
Staff members recommend that the Rocketship Education ("RSED") Board of Directors ("RSED-Board") approve the Services Agreement ("Agreement") with BrightBee Inc.

The Agreement will enable Rocketship Public Schools to continue our partnership with Bright Bee, a substitute staffing agency that supports coverage for both instructional and non-instructional roles across all 13 Rocketship California schools. This approval allows us to maintain consistent school operations, reduce disruptions due to staff absences, and proactively expand into supporting teacher vacancies in the upcoming year.

Background:
Rocketship first engaged Bright Bee during the 2023–24 school year to address urgent coverage gaps at a limited number of campuses. Based on their reliability and positive performance, we expanded their services in the 2024–25 school year to support all 13 Rocketship schools in California, primarily providing substitute staffing in intervention, support, and operational roles.

Partnership with Bright Bee ensures that we have staff available to fill gaps due to absences and fulfills the need for consistent adult presence across our schools. Additionally, we plan to expand their support into certified substitute teacher roles this year, offering further flexibility across instructional settings.

This contract requires board approval due to its projected fiscal impact and the strategic nature of the services being provided. The Regional Leadership Team recommends approval, as it will enable us to secure substitute staff as needed throughout the year.

Summary of Previous Board Action by Board:
No previous action.

Fiscal Impact:
This Agreement is projected to exceed $1 million for the 2025–26 school year. This amount reflects the expanded scope of substitute staffing services across all Rocketship California schools and the anticipated increase in utilization as we extend support into certified teacher roles. A breakdown of fees by role can be found in the attached Agreement. Funding for this contract will be allocated from existing school site budgets designated for coverage support.

Submitted by: Amber Scott, Associate Director CA Instructional Recruitment

BRIGHTBEE SERVICES AGREEMENT

This BrightBee Services Agreement (this "**Agreement**") is entered into as of the 1st of July, 2025 (the "**Effective Date**") by and between BrightBee Inc., a Delaware corporation ("**BrightBee**") and Rocketship Education d/b/a Public Schools, a California nonprofit corporation ("**Customer**"). Each of BrightBee and Customer will be referred to individually herein as a "**party**" or collectively as "**parties**."

1. Definitions. In addition to terms defined elsewhere in this Agreement, the following capitalized terms will have the meanings set forth in this Section 1.

1.1. "BrightBee Worker" (also "BW") means an employee, contractor, or other agent of BrightBee who may provide services to Customer pursuant to Paid Assignments.

1.2. "**BrightBee Solution**" means (i) all services and materials (including the Platform) provided by BrightBee in connection with any Paid Assignments and (ii) all other products and services of BrightBee.

1.3. "**Confidential Information**" means any business or technical information disclosed by one party to the other party, provided that it is identified as confidential at the time of disclosure or that under the circumstances, a person exercising reasonable business judgment, would understand it to be confidential or proprietary. For the sake of clarity, Customer Data shall be Confidential Information of Customer and the BrightBee Solution shall be Confidential Information of Brightbee.

1.4. "**Customer Data**" means materials, data, and information provided by Customer to BrightBee in connection with Customer's use of the BrightBee Solution. For the sake of clarity, Resultant Data shall not be deemed to be Customer Data.

1.5. "Paid Assignment (also "PA") means a service provided by BrightBee via BWs upon Customer's request for a BW to fill a role mutually agreed on by the parties and defined by position descriptions furnished by Customer , in increments of time and at costs to Customer defined in Exhibit A of this Agreement (the "**Fee Schedule**").

1.6. "**Platform**" means BrightBee's proprietary web-based software application made available to Customer hereunder, together with all manuals, instructions and other documentation related thereto that BrightBee provides to Customer.

1.7. "**Resultant Data**" means any information, data and other content that is derived by, from or through Customer's or a User's or BW's access to or use of the BrightBee Solution, including but not limited to, analytics data regarding the provision, use and performance of various aspects of the BrightBee Solution (such as patterns of PAs, who filled PAs and how successful BrightBee thinks a PA was).

1.8. "Placed Worker" (also "PW") means a BW that is hired directly by Customer as an employee of Customer.

1.9. "**User"** means an employee, contractor, or other agent of Customer whom Customer and BrightBee have mutually authorized to provide access to, and allow to use, the Platform. Customer shall be responsible for its Users' compliance with this Agreement and their usage of the BrightBee Solution.

2. BrightBee Solution.

2.1. Paid Assignments. Customer may purchase PAs under this Agreement via the Platform or another method mutually agreed on by the parties. PAs shall be subject to the following terms.

a. Use of contractors. The parties mutually acknowledge that BrightBee may use non-employee independent contractors to fulfill PAs, provided that BrightBee exercises appropriate due diligence in selecting the contractor(s) and requires any such contractor to enter into a written contract that requires the contractor to comply with the same requirements as BrightBee employees regarding clearances, background checks, credentialing, and confidentiality.

b. Required clearances, credentials, and certifications for BrightBee Workers. In accordance with state law, BrightBee shall not permit any of its personnel to come in contact with Customer's students until both the Department of Justice and the Federal Bureau of Investigation have ascertained that the individual has not been convicted of a violent or serious felony. BrightBee shall certify in writing to Customer that none of its BWs who may come in contact with Customer's students have been convicted of a violent or serious felony, as defined by the California Penal Code. Due o the nature of the services contemplated in this Agreement, BrightBee further agrees to notify Customer within three (3) calendar days if BrightBee becomes aware that any BW has been convicted, arrested, incarcerated, suspended, or is otherwise the subject of any adverse action that could impact the BW's ability to safely work with Customer's students under this Agreement. Should Customer consequently request the removal or nonplacement of such BW, BrightBee shall promptly comply with Customer's request. Prior to having contact with any of Customer's students, BrightBee personnel must also have received a tuberculosis (TB) assessment and clearance that complies with the requirements of California Education Code section 49406. BrightBee further agrees that any BW fulfilling any PA for the Customer under this Agreement will have completed any additional clearances required by applicable state and federal laws to perform the duties defined in Exhibit A. BrightBee further agrees that any BW fulfilling any PA for the Customer under this Agreement will meet any and all credential or certification requirements as defined in applicable state and federal laws to perform the duties defined in Exhibit A. Upon reasonable request of the Customer, BrightBee will provide documentation of said clearances, credentials, and certification for any BWs fulfilling PAs under this Agreement.

c. Limited Services. Notwithstanding the scope of the Paid Assignments, the parties agree that BrightBee's sole responsibility in fulfilling Paid Assignments is to ensure that a BW meeting the requirements of Section 2.1(b) personally arrives at a designated Customer location mutually agreed on by the parties (hereinafter "**DCL**") at the time requested by Customer and remains at the DCL for the duration of hours posted in the Paid Assignment, or until otherwise released or dismissed by Customer.

d. Standard of Care and Right to Dismiss. BrightBee agrees that BWs will perform the duties of a Paid Assignment in a professional and workman-like manner but makes no warranty related to the quality of the services provided by a BW undertaking a PA. It is the responsibility of Customer to furnish the scope of the duties in the form of a job description or other mutually agreed form prior to the time a request for a PA is submitted via the Platform. If at any time during the course of a PA, Customer, in its reasonable judgment, determines that the services provided any BW provided hereunder is inadequate, unsatisfactory or the BW has failed to comply with Customer's rules, regulations, or policies, Customer shall immediately advise BrightBee. BrightBee will immediately and permanently remove such BW from all of Customer's school work sites as requested. Customer will cooperate with BrightBee and provide reasonable detail(s) for the dismissal.

e. Verification of hours. The parties agree that it shall be the responsibility of BrightBee to track the

hours of BWs performing PAs and to confirm that the specifications of the PA have been duly met, subject to a verification of said hours provided by Customer. The parties acknowledge that BrightBee cannot independently verify that a BW was on-site at a DCL without verification from Customer.

f. **Paid Assignment Terms.** The parties agree that each Paid Assignment shall be subject to the additional terms set forth at www.brightbee.org/assignmentterms, which address certain situations that may arise in connection with a PA. Such additional terms are hereby incorporated by reference herein and are deemed to be a part of this Agreement.

g. **Pre-Purchased Blocks.** Customer may purchase blocks of Paid Assignments in advance at discounted rates (the "**Blocks**"). The discount will be mutually agreed upon in writing (which may be done via email) prior to purchase. BrightBee will issue invoices to Customer for any Blocks upfront on a per-site basis. Any subsequent weekly invoices for Paid Assignments will automatically have any remaining credits from a Block applied to them. A weekly balance report will be provided detailing unused Paid Assignments from the Blocks for each site. Unused portions of Blocks will not expire and may be rolled over to future equivalent Paid Assignments at the same site. (i.e., unused ELPAC proctor assignments may convert to equivalent-duration instructional support assignments).

2.2. Placed Workers. Customer may, if the parties mutually agree, directly engage a BW as an employee or contractor rather than using BWs for Paid Assignments under this Agreement. If Customer hires or otherwise engages a BW as its own employee or contractor (a "**Placed Worker**") at any time during the Term (as defined below) or during the six-month period following the end of the Term, Customer agrees to pay BrightBee the placement fee set forth in the Fee Schedule (the "**Placement Fee**"). Prior to deciding to directly engage a Placed Worker, Customer will have the right to conduct reasonable diligence as part of the recruitment process, including review of the BW's qualifications and/or work experience and, if mutually agreed, to conduct a live interview. Notwithstanding the foregoing, any PW may be subject to other Customer hiring policies, at Customer's sole discretion. BrightBee makes no assurances regarding the suitability of any BW engaged as a Placed Worker, and disclaims any and all liability and warranties relating thereto. If Customer is unsatisfied with a particular PW or if the PW voluntarily ends their relationship with Customer, Customer may request replacement of the PWwithin the first thirty (30) days of the placement, and BrightBee will provide a replacement candidate PW at no cost to Customer. Customer is under no obligation to hire such replacement candidate and may elect not to do so at its sole discretion. Should Customer elect not to hire the replacement candidate provided by BrightBee, BrightBee shall refund the Placement Fee. The parties acknowledge and agree that a PW may continue to also serve as a BrightBee Worker so long as there is no conflict of schedule or duties between the two roles. CUSTOMER ACKNOWLEDGES AND AGREES THAT ONCE A CUSTOMER HAS ENGAGED A PLACED WORKER, (I) BRIGHTBEE DOES NOT HAVE ANY INVOLVEMENT IN THE RELATIONSHIP OR INTERACTION BETWEEN THE CUSTOMER AND SUCH PLACED WORKER, (II) CUSTOMER ASSUMES ALL RESPONSIBILITY AND LIABILITY FOR THE PW FOR THE DURATION OF THE WORKING RELATIONSHIP BETWEEN CUSTOMER AND THE PW, AND (III) CUSTOMER SHALL HOLD BRIGHTBEE HARMLESS FROM ANY LIABILITY OR ADVERSE ACTION ARISING FROM SAID WORKING RELATIONSHIP ONCE THE PW BECOMES AN EMPLOYEE OF CUSTOMER.

2.3. Platform and Restrictions. BrightBee hereby grants Customer and its Users the right to access and use the Platform, during the Term (as defined below), solely for the purposes of (i) posting requests for Paid Assignments and to manage and track the status of such requests, and (ii) utilizing other functionality of the Platform as necessary for the foregoing (for example, to view BrightBee Workers' profiles). Usage of the Platform will also be governed by the additional terms set forth at www.brightbee.org/terms, and Customer is responsible for ensuring each of its Users complies with such terms. BrightBee shall use reasonable efforts consistent with prevailing industry standards to maintain the Platform in a manner which minimizes errors and interruptions in Customer's use of the Platform. The Platform may be temporarily unavailable for scheduled

maintenance or for unscheduled emergency maintenance, but BrightBee shall use reasonable efforts to provide advance notice in writing (which may be provided via e-mail) of any scheduled service disruption. BrightBee will provide reasonable support and maintenance services for the Platform.

3. Fees and Payment Terms. As consideration for BrightBee providing Customer with the BrightBee Solution and/or for BrightBee placing a Placed Worker with Customer, Customer will pay BrightBee the applicable fees set forth in the Fee Schedule (the "**Fees**"). BrightBee will invoice Customer weekly in arrears for all applicable Fees (except for Fees for Blocks, which will be invoiced upfront weekly) and Customer agrees to: (i) pay all undisputed amounts within 30 days of the date on such invoice, and (ii) make all payments hereunder in US dollars. Customer and BrightBee acknowledge and agree that any Paid Assignments provided by BrightBee under this Agreement shall be on an as-requested basis by Customer. As between Customer and BrightBee, Customer accepts sole responsibility for the payment of any sales use, or other similar taxes, charges or assessments imposed on Customer, the BrightBee Solution, or the Fees to be paid to BrightBee hereunder by any foreign or domestic national, state, or local government bodies, and any penalties or interest (other than income taxes imposed on BrightBee's revenue). All Fees payable to BrightBee under this Agreement shall be paid by Customer to BrightBee in full without any setoff, deduction, or withholding, and are non-refundable.

4. Term and Termination.

4.1. Term. This Agreement begins on the Effective Date and continues in full force and effect until June 30, 2026, unless terminated earlier as provided herein (the "**Term**"). If this Agreement has not been terminated as provided for in Section 4.2 by the end of the Term and the parties have not entered into a new Services Agreement to replace this Agreement, then the parties have the option to extend this Agreement for an additional one-year term, should the parties mutually agree in writing prior to the expiration of the Term.

4.2. Termination. Either party may terminate this Agreement in whole or in part, by giving the other party at least then (10) days' prior written notice if the other party: (i) commits a material breach of any of its obligations hereunder, which breach is not cured within 30 days following receipt of written notice, or the parties agree (acting reasonably) cannot be cured within 30 days; (ii) becomes insolvent or is generally unable to pay, or fails to pay, its debts as they become due; (iii) files or has filed against it, a petition for voluntary or involuntary bankruptcy or otherwise becomes subject, voluntarily or involuntarily, to any proceeding under any domestic or foreign bankruptcy or insolvency laws; (iv) makes or seeks to make a general assignment for the benefit of its creditors; (v) applies for or has appointed a receiver, trustee, custodian or similar agent appointed by order of any court of competent jurisdiction to take charge of or sell any material portion of itsproperty or business; or (vi) dissolves or otherwise ceases to do business. In addition, BrightBee may terminate or suspend this Agreement (in whole or in part (i.e., as to any specific PA)) immediately upon written notice to Customer if Customer violates BrightBee's intellectual property rights or fails to pay any undisputed portion of the Fees when due.

4.3. Effect of Termination; Survival. When this Agreement terminates or expires: (i) Customer will no longer have the right to use the BrightBee Solution; (ii) BrightBee will use commercially reasonable efforts to make any of Customer's Platform data available to Customer for access, after which such time Brightbee may delete such data in accordance with its document retention policies, and (iii) all Fees under this Agreement not yet been paid by Customer as of the date of such termination or expiration will be immediately due and will be paid in accordance with Section 3. Sections 1, 3, 4.3, 5-11 and 13-16 will survive the termination or expiration of this Agreement.

5. Proprietary Material; Data.

5.1. BrightBee. As between Customer and BrightBee, BrightBee owns and reserves all right, title and interest in and to: (i) the BrightBee Solution and any and all enhancements, improvements, developments,

derivative works or other modifications made thereto; (ii) the Resultant Data (subject to Section 5.4); (iii) BrightBee's Confidential Information; and (iv) all intellectual property rights in the foregoing.

5.2. Customer. As between Customer and BrightBee, Customer owns and reserves all right, title and interest to: (i) the Customer Data; (ii) Customer's Confidential Information; and (iii) all intellectual property rights in the foregoing. Subject to the terms of this Agreement, Customer grants to BrightBee a limited, nonexclusive, worldwide, royalty-free, fully paid-up, sublicensable, transferable (in accordance with Section 15) license to use, store, adapt, modify, translate, publish, reproduce and distribute the Customer Data during the Term for the sole purpose of enabling BrightBee to perform its obligations or exercise its rights under this Agreement.

5.3. Feedback. If Customer provides suggestions, feedback or other input to BrightBee concerning the BrightBee Solution (collectively, "**Feedback**"), then Customer hereby grants BrightBee and its affiliates a perpetual, irrevocable, transferable, sublicensable, worldwide, royalty-free, fully paid-up right and license to use, perform, display, reproduce, create derivative works, and otherwise exploit such Feedback for any purpose.

5.4. Resultant Data. Notwithstanding anything to the contrary set forth herein, BrightBee shall have the right to collect and analyze Resultant Data, and BrightBee will be free (during and after the Term hereof) to (i) use such Resultant Data to improve and enhance the BrightBee Solution and for other development, diagnostic and corrective purposes in connection with the BrightBee Solution; and (ii) disclose such data solely in an aggregated and de-identified form in connection with its business (including for marketing purposes).

6. **Confidential Information**. Each party (the "**Receiving Party**") acknowledges that it may receive Confidential Information from the other party (the "**Disclosing Party**") under this Agreement. The Receiving Party will not use the Disclosing Party's Confidential Information except as necessary to carry out its obligations or exercise its rights under this Agreement and will not disclose Confidential Information to any third party without the express written consent from the Disclosing Party. The Receiving Party will protect the Disclosing Party's Confidential Information from unauthorized use and disclosure using efforts equivalent to the efforts that the Receiving Party uses with respect to its own confidential information and in no event less than a reasonable standard of care. Confidential Information does not include any information that: (i) was rightfully known tothe Receiving Party prior to its disclosure under this Agreement by the Disclosing Party; (ii) is independently developed by the Receiving Party without use of, or reference to, any Confidential Information of the Disclosing Party; (iii) is or becomes publicly known through no wrongful act of the Receiving Party; (iv) has been rightfully received from a third party whom the Receiving Party has reasonable grounds to believe is authorized to make such disclosure without restriction; or (v) has been approved for public release by the Disclosing Party's prior written authorization. The provisions of this Section 6 will not restrict either party from disclosing the other party's Confidential Information: (a) pursuant to the order or requirement of a court, administrative agency, or other governmental body; provided that to the extent legally permitted, the party required to make such a disclosure gives reasonable notice to the other party to enable it to contest such order or requirement or limit the scope of such request; (b) on a confidential basis to its legal or professional financial advisors; or (c) as required under applicable securities regulations. Within a reasonable time following the earlier of the Disclosing Party's request or the termination or expiration of this Agreement, the Receiving Party shall, at the Disclosing Party's option, promptly return to the Disclosing Party or destroy all Confidential Information including all copies thereof, in whatever medium in its possession or control, and upon request will certify in writing to the Disclosing Party that such actions have been completed. Notwithstanding the foregoing, the Receiving Party may retain (i) any Confidential Information required to be retained to comply with applicable laws or regulatory requirements; and (ii) any Confidential Information contained in computer files maintained pursuant to the Receiving Party's customary archiving or back-up procedures; provided, however, that all such retained Confidential Information shall continue to remain subject to the provisions of this Section 6.

6.1 Upon the earlier of the Disclosing Party's request or the termination or expiration of this Agreement, the Receiving Party shall, at the Disclosing Party's option, promptly return to the Disclosing Party or destroy all

Confidential Information including all copies thereof, in whatever medium in its possession or control; and in either event, will certify in writing to the Disclosing Party that such actions have all been completed. Notwithstanding the foregoing, the Receiving Party may retain (i) any Confidential Information required to be retained to comply with applicable laws or regulatory requirements; and (ii) any Confidential Information contained in computer files maintained pursuant to the Receiving Party's customary archiving or backup procedures; provided, however, that all such retained Confidential Information shall continue to remain subject to the provisions of this Section 6

6.2 For purposes of carrying out this Agreement, BrightBee will perform an institutional service or function, and is hereby designated by Customer as a school official having a legitimate educational interest in accessing, using, and tracking student education records, as permitted by the Family Educational Rights and Privacy Act, (FERPA) (34 CFR Part 99.3). BrightBee understands and agrees to comply with all applicable requirements. BrightBee understands and agrees that it remains under direct control of Customer with respect to the use and maintenance of the education records. BrightBee understands that the use of educational records is limited in scope and purpose, and BrightBee will not have access to any educational records that are not necessary for the performance of services under this Agreement. BrightBee understands and agrees that it is prohibited from redisclosing any personally identifiable information from the education records at any time or for any purpose whatsoever.

7. Privacy and Security. All information collected by BrightBee will be used, stored and processed in accordance with BrightBee's privacy policy located at https://www.brightbee.org/privacy/. As between BrightBee and Customer, all information made available to Customer by BrightBee regarding any BW or PW shall be deemed to be Confidential Information of BrightBee, and Customer shall comply with all applicable data privacy laws when using and otherwise processing such information. Each party will maintain industry-standard administrative, technical, and physical safeguards to protect any information and data collected by it from the other party. Each party will, on an ongoing basis, ensure that its information security program and safeguards are designed, maintained, updated and adjusted, as necessary, to protect against reasonably foreseeable internal and external risks.

8. Representations and Warranties.

8.1. Mutual. Each party represents and warrants to the other that: (i) it has the right, power, and authority to enter into this Agreement and perform its obligations hereunder; (ii) it will, at all times, comply with all applicable laws, statutes, treaties and regulations to which its actions under this Agreement are subject; and (iii) it has all the necessary rights to grant the rights and licenses hereunder.

8.2. By Customer. Customer represents and warrants that (i) any Users utilizing the Platform have all clearances, qualifications, credentials, licenses and authority necessary to post a PA on the Platform and supervise and manage such PA and the BW's performance of services under such PA; and (ii) its actions under this Agreement won't violate or conflict with its obligations under any labor union agreement.Customer agrees to defend, indemnify and hold harmless BrightBee from any Claim (as defined in Section 9) and/or Losses (as defined in Section 9) arising from Customer's breach of its warranties set forth in this Section 8.2.

8.3. Disclaimer of Warranties. EXCEPT AS OTHERWISE SET FORTH IN THIS AGREEMENT, THE BRIGHTBEE SOLUTION (INCLUDING WITHOUT LIMITATION THE PROVISION OF ANY SERVICES BY ANY BRIGHTBEE WORKER) IS PROVIDED "AS IS", AND, TO THE MAXIMUM EXTENT PERMITTED BY LAW, BRIGHTBEE EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE ANDNON-INFRINGEMENT. FURTHERMORE, BEYOND THE VERIFICATION SERVICES BRIGHTBEE

PROVIDES UNDER SECTION 2.1(b), BRIGHTBEE MAKES NO WARRANTY OR REPRESENTATION AS TO THE EFFECTIVENESS, COMPETENCE, SKILL, OR BEHAVIOR OF BRIGHTBEE WORKERS. IN ADDITION, BRIGHTBEE DOES NOT WARRANT THAT THE PLATFORM WILL BE UNINTERRUPTED OR ERROR FREE; NOR DOES IT MAKE ANY WARRANTY AS TO THE RESULTS THAT MAY BE OBTAINED FROM USE OF THE PLATFORM.

9. **Mutual Indemnification.** Each party (the "**Indemnifying Party**") shall defend the other party its officers, directors, employees, and agents (collectively, the "**Indemnitee**") from and against any and all third-party claims, suits, actions or proceedings (each a "**Claim**") relating to the Indemnifying Party's negligence, gross negligence or willful misconduct in connection with this Agreement. The Indemnifying Party will also indemnify and hold harmless the Indemnitee from any losses, damages, expenses (including reasonable attorney fees), fines and penalties (collectively, "**Losses**") incurred by the Indemnitee in connection with any Claim under this Section 9. Each party shall promptly notify the other party in writing of any Claim for which it seeks indemnity under this Section 9. The Indemnifying Party shall have the right to control the defense and settlement of any Claim under this Section 9, and the Indemnitee shall cooperate with the Indemnifying Party, at the Indemnifying Party's expense, in connection with any defense of a Claim. The Indemnitee's failure to perform any obligations under this Section 9 will not relieve the Indemnifying Party of its obligations under this Section 9 except to the extent that the Indemnifying Party has been materially prejudiced as a result of such failure. The Indemnitee may participate in and observe the proceedings at its own cost and expense with counsel of its own choosing.

10. **Limitation of Liability.** IN NO EVENT WILL BRIGHTBEE OR ITS AFFILIATES BE LIABLE TO CUSTOMER OR ANY THIRD PARTY FOR ANY DAMAGES WHATSOEVER WITH RESPECT TO ANY SUBJECT MATTER OF THIS AGREEMENT UNDER ANY CONTRACT, NEGLIGENCE, STRICT LIABILITY OR OTHER THEORY: (I) FOR ERROR OR INTERRUPTION OF USE OR FOR LOSS OR INACCURACY OR CORRUPTION OF DATA OR COST OF PROCUREMENT OF SUBSTITUTE GOODS, SERVICES OR TECHNOLOGY OR LOSS OF BUSINESS; (II) FOR ANY INDIRECT, EXEMPLARY, INCIDENTAL, SPECIAL OR CONSEQUENTIAL DAMAGES; (III) FOR ANY MATTER BEYOND BRIGHTBEE'S REASONABLE CONTROL; (IV) FOR ANY LOSSES OR DAMAGES ARISING OUT OF OR IN CONNECTION WITH ANY THIRD-PARTY PRODUCTS, SERVICES, SOFTWARE OR WEBSITES THAT ARE ACCESSED VIA, OR INTEGRATED WITH, THE BRIGHTBEE SOLUTION; (V) FOR THE ACCURACY OF ANY BACKGROUND INFORMATION PROVIDED, BY ANY AUTHORIZED THIRD PARTY (E.G., THE DOJ AND FBI); EXCEPT FOR A PARTY'S INDEMNIFICATION OBLIGATIONS UNDER SECTION 9, IN NO EVENT WILL EITHER PARTY OR THEIR RESPECTIVE AFFILIATES BE LIABLE TO THE OTHER PARTY FOR ANY AMOUNTS THAT, IN THE AGGREGATE, EXCEED THE FEES PAID BY CUSTOMER TO BRIGHTBEE UNDER THIS AGREEMENT IN THE 12 MONTHS PRIOR TO THE FIRST CLAIM, IN EACH CASE, WHETHER OR NOT THE OTHER PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES BRIGHTBEE PROVIDES THE PLATFORM SOLELY AS A VENUE FOR CONNECTING CUSTOMERS TO BWS AND PWS. BRIGHTBEE DOES NOT PROVIDE ANY EQUIPMENT, CURRICULUM NOR ANY OTHER EDUCATION SERVICES TO CUSTOMER, PWS OR BWS, AND BRIGHTBEE DOES NOT PARTICIPATE IN THE RELATIONSHIP OR INTERACTION BETWEEN CUSTOMER AND BWS OR CUSTOMER AND PWS. CUSTOMER AGREES THAT BRIGHTBEE WILL NOT BE RESPONSIBLE FOR ANY ACTIONS, LIABILITY, DAMAGES, CLAIMS, DEMANDS OR COSTS/EXPENSES ARISING OUT OF ANY ACTS OR OMISSIONS OF BRIGHTBEE WORKERS OR PLACED WORKERS IF SUCH ACTS OR OMISSIONS WERE THE RESULT OF CUSTOMER'S NEGLIGENCE, GROSS NEGLIGENCE, WILLFUL MISCONDUCT OR FAILURE TO PROPERTY SUPERVISE SUCH BRIGHTBEE WORKERS OR PLACED WORKERS.

11. **Intentionally omitted.**

12. Insurance. BrightBee shall, at its sole cost and expense, maintain in full force and effect during the Term the types and amounts of insurance coverage that are commercially reasonable for a business of BrightBee's size in BrightBee's industry. The parties may agree on additional insurance coverage for BrightBee to maintain. At a minimum, BrightBee shall maintain insurnace in the following amounts:

- Commercial General Liability Insurance, including both bodily injury and property damage, with limits as follows: $ 2,000,000 per occurrence, $3,000,000 general aggregate. The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that Contractor's policy should have an exclusion for sexual molestation or abuse claims, then Contractor shall be required to procure a supplemental policy providing such coverage.

- **Workers' Compensation and Employers Liability Insurance** in a form and amount covering Contractor's full liability in accordance with applicable state and federal law.

- **Errors & Omissions (E&O)/Malpractice (Professional Liability)** coverage with the following limits: $ 1,000,000 per occurrence, $2,000,000 general aggregate.

13. Jurisdiction and Legal Fees. This Agreement will be exclusively governed by the laws of the State of California (without regard to conflict of law principles). Each party irrevocably and unconditionally submits to the exclusive jurisdiction of the federal or state courts sitting in the County of Alameda, California. The parties expressly agree that the United Nations Convention on Contracts for the International Sale of Goods and the Uniform Computer Information Transactions Act will not apply to this Agreement. In any action or proceeding to enforce rights under this Agreement, the prevailing party will be entitled to recover costs and attorneys' fees.

14. Interpretation. This Agreement, together with all exhibits, contains the entire understanding of the parties relating to its subject matter and supersedes any prior written or oral agreement or understandings between the parties with respect to the subject matter of this Agreement. The waiver by either party of any default or breach of this Agreement will not constitute a waiver of any other or subsequent default or breach. No waiver of any provision of this Agreement will be effective unless it is in writing and signed by the party granting the waiver. If any provision of this Agreement shall be held to be invalid or unenforceable, the remainder of this Agreement shall remain in full force and effect. Alterations or modifications of this Agreement will be valid only if made in writing and signed by both parties.

15. Assignment. Except as expressly permitted elsewhere in this Agreement, neither party is allowed to assign or transfer any of its rights or obligations in this Agreement, in whole or in part, by operation of law or otherwise, without the other party's prior written consent, and any attempt to do so without such consent will be null and void. Notwithstanding the foregoing, either party may assign this Agreement in its entirety, upon written notice to the other party but without the requirement to obtain consent, in connection with a merger, acquisition, corporate reorganization, or sale of the party's equity or assets. This Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and assigns.

16. Miscellaneous. This Agreement shall not be construed to and does not create a relationship of agency, partnership, employment or joint venture. Neither party has the authority to bind the other or create any legal obligation or responsibility for the other without the other party's prior written consent. This Agreement is intended for the sole and exclusive benefit of the parties and is not intended to benefit any third party. Except

with respect to obligations to make payments under this Agreement, neither party shall be deemed in default under this Agreement, nor shall it hold the other party responsible for, any cessation, interruption or delay in the performance of its obligations under this Agreement due to causes beyond its reasonable control including, but not limited to: earthquake, flood, fire, storm or other natural disaster, act of God, labor controversy or threat thereof, civil disturbance or commotion, disruption of the public markets, war or armed conflict or any change in or the adoption of any law, ordinance, rule, regulation, order, judgment or decree. Any notice or other communication required under this Agreement shall be in writing and will be deemed to be properly given: (i) upon receipt, if delivered personally; (ii) upon confirmation of receipt by the intended recipient, if by e-mail; (iii) five (5) business days after it is sent by registered or certified mail, with written confirmation of receipt; or (iv) three (3) business days after deposit with an internationally recognized express courier, with written confirmation of receipt. Notices should be sent to the addresses set forth on the signature page of this Agreement, unless a party notifies the other that its address has changed. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original but which together shall constitute the same agreement. Each Party agrees to be bound by its digital or electronic signature, whether transmitted by fax machine, in the form of an electronically scanned image (e.g., a PDF file), by email, or by other means of e-signature technology, and each party agrees that it shall accept the signature of the other party transmitted in such a manner.

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IN WITNESS WHEREOF, authorized representatives of each of the parties have executed this Agreement as of the Effective Date.

BrightBee Inc.

Signature:

Name:

Title:

Address: 248 3rd St, #1234
Oakland, CA 94607

Email: mrlombaz@brightbee.org

Rocketship Education

Signature:

Name:

Title:

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

Signature:

Name:

Title:

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

BRIGHTBEE SERVICES AGREEMENT

EXHIBIT A: FEE SCHEDULE

Rocketship (San Jose / East Bay) - Rate Card 2025-26

Paid Assignment Fees

Role	Base Rate per Hour
Operations/Office	$39.50
Instructional / SpEd	$45.00
High Needs SpEd	$46.00

-Discounts available through Assignment Blocks
-Assignments are rounded up to the nearest full hour
-Assignments of 4 hours or fewer are charged an additional 15% per hour
-Assignments greater than 8 hours are charged an additional 50% per hour after the first 8 hours

Other Assignment Fees

Modifiers	Additional Charge (Daily)
Multi-Day with Consistent BW	$25
Request a Specific BW*	$25
Other Special Requests (e.g. bilingual)	$25

** Waived for Multi-Day assignments*

Pre Paid Assignment Blocks

Rocketship (All Sites)				
# Assignments	Base Rate Cost	Discount	Discount Value	Discounted Cost
500	$125,000	2%	$2,500	$122,500
1,000	$250,000	4%	$10,000	$240,000
2,000	$500,000	6%	$30,000	$470,000
2,500	$750,000	8%	$60,000	$690,000

Permanent Placement Fees

Operations / Office	Instructional	High Needs SpEd
$4,500	$5,000	$5,500

Placement Discounts

Assignments Worked	Discount
40	25%
80	50%
120+	75%

Rocketship (Peninsula) - Rate Card 2025-26

Paid Assignment Fees

Role	Base Rate per Hour
Operations/Office	$42.00
Instructional / SpEd	$46.00
High Needs SpEd	$47.00

-Discounts available through Assignment Blocks
-Assignments are rounded up to the nearest full hour
-Assignments of 4 hours or fewer are charged an additional 15% per hour
-Assignments greater than 8 hours are charged an additional 50% per hour after the first 8 hours

Other Assignment Fees

Modifiers	Additional Charge (Daily)
Multi-Day with Consistent BW	$25
Request a Specific BW*	$25
Other Special Requests (e.g. bilingual)	$25

** Waived for Multi-Day assignments*

Pre Paid Assignment Blocks

Rocketship (All Sites)				
# Assignments	Base Rate Cost	Discount	Discount Value	Discounted Cost
500	$125,000	2%	$2,500	$122,500
1,000	$250,000	4%	$10,000	$240,000
2,000	$500,000	6%	$30,000	$470,000
2,500	$750,000	8%	$60,000	$690,000

Permanent Placement Fees

Operations / Office	Instructional	High Needs SpEd
$4,500	$5,000	$5,500

Placement Discounts

Assignments Worked	Discount
40	25%
80	50%
120+	75%

ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 5(A) **Subject:** Approve Amendment 3 of the Food Service Management Contract with SLA Management Inc.	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education ("RSED") Board of Directors ("RSED-Board") approve Amendment 3 of the Food Service Management Contract with SLA Management Inc. ("Amendment 3").

Background:

Rocketship Education has an existing base food service contract ("Base Contract") with its current Food Service Management Contract vendor, SLA Management, Inc. ("SLA").

As part of the USDA's National School Lunch Program ("NSLP") and School Breakfast Program ("SBP") regulations, schools are allowed to engage in one-year contract extensions relating back to their base food service contracts, for up to four years.

RSED previously entered into two separate extensions of its Base Contract per the NSLP and SBP regulations, Amendment 1 and Amendment 2.

The TN Regional Executive Team has decided to renew the Base Contract with SLA for the 2025–2026 school year. More specifically, the Executive Team proposes to enter into Amendment 3 engaging in the third extension year with SLA. As part of this contract extension under Amendment 3, SLA will continue to provide students with daily breakfasts and lunches that are nutritionally compliant with the NSLP and SBP, albeit at an increased rate per the terms of the Base Contract which provides that SLA is allowed to increase prices based on the Consumer Prices and Price Indexes ("CPI") Food Away From Home, South Region, for the most recent December.

Summary of Previous Board Action by Board:

The Rocketship Education Tennessee Board of Trustees approved Amendment 3 of the Food Service Management Contract with SLA at their meeting on June 5, 2025.

The last related action taken by the RSED-Board was the approval of Amendment 2 of the Food Service Management Contract with SLA on June 13, 2024.

Fiscal Impact:

Per the Base Contract, SLA is allowed to increase prices based on the CPI, Food Away From Home, South Regio,n for the most recent December. In accordance with the Base Contract, SLA proposes an increase of 3.4%. The RSED-TN Executive Team is amenable to these terms.

TN-SLA			
	SY 24.25	SY 25.26	Percent increase
Breakfast Price per Meal	$2.6850	$2.7762	3.40%
Lunch Price per Meal	$4.0218	$4.1585	3.40%
Snack Price per meal	$1.1425	$1.1813	3.40%

Submitted by:
Kelly Giampaoli, Senior Manager, Compliance and NSLP

Date of Base Contract: July 1, 2022 – June 30, 2023	Renewal Year (circle)
	1 2 (3) 4

Rocketship Education Inc.
Food Service Management Contract

AMENDMENT 3

Rocketship Education Inc. hereinafter referred to as **"SCHOOL FOOD AUTHORITY (SFA)",** and ***SLA Management Inc.*** hereinafter referred to as **"FOOD SERVICE MANAGEMENT COMPANY(FSMC)",** and collectively referred to herein as the "Parties" mutually agree to amend the existing Agreement for the "Food Service Management Contract, dated 'July 1, 2022, hereinafter referred to as the "Agreement", as stated below:

1. Per Meal prices must be quoted as if no USDA commodities will be received.

Programs SFA participates in	2024-25 Rate	2025-26 Rate	Percentage Increase
Reimbursable breakfasts with milk	$2.6850	$2.7762	3.40%
Reimbursable lunches with milk	$4.0218	$4.1585	3.40%
Reimbursable Afternoon snacks	$1.1425	$1.1813	3.40%

Rate must not be rounded up. Do not exceed four decimal places.
Percentage increase must not exceed the allowable increase established in the original contract.

2. The term of the Agreement shall be extended for an additional '*One (1) year'* period ending *'June 30, 2026* with the option to extend for an additional *1 'one-year contract terms'* unless terminated by either Party.

3. This Amendment is effective *'July 1, 2025'* and the parties agree to all the terms and conditions embodied herein.

4. All other terms and conditions of the Agreement shall remain unchanged and in full force and effect.

SLA Management Inc.
3217 Corrine Drive Orlando, FL 32803

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

Signature:	Jacob Clifton	Signature:	
Name: (Print)	Jacob Clifton	Name: (Print)	
Title:	President	Title:	
Date:	5/15/2025	Date:	

News Release Information

25-42-ATL
Wednesday, January 15, 2025

Contacts

Technical information:

(404) 893-4222
BLSInfoAtlanta@bls.gov
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Related Links

CPI Charts | Southeast CPI Card

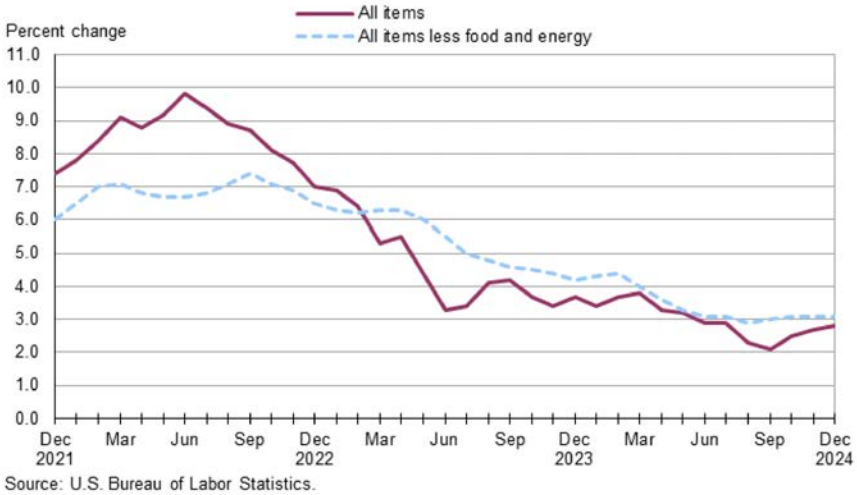
Consumer Price Index, South Region — December 2024

Area prices unchanged in December; up 2.8 percent over the past year

The Consumer Price Index for All Urban Consumers (CPI-U) for the South was unchanged in December, the U.S. Bureau of Labor Statistics reported today. An increase in the shelter index was more than offset by declines in the gasoline and apparel indexes. (Data in this report are not seasonally adjusted. Accordingly, month-to-month changes may reflect the impact of seasonal influences.)

The all items CPI-U for the South increased 2.8 percent for the 12 months ending in December, after increasing 2.7 percent for the 12-month period ending in November. (See chart 1 and table A.) The index for all items less food and energy advanced 3.1 percent over the past 12 months. The food index continued to increase, up 2.5 percent over the past year. In contrast, the energy index declined 0.5 percent over the same period. (See table 1.)

Chart 1. Over-the-year percent change in CPI-U, South region, December 2021–December 2024



View Chart Data

Food

The food index rose 0.3 percent in December, reflecting increases for the food at home (+0.4 percent) and food away from home (+0.2 percent) indexes. Four of the six major grocery store food group indexes increased over the month, including meats, poultry, fish and eggs (+0.8 percent); cereals and bakery products (+0.9 percent); and other food at home (+0.4 percent). In contrast, the nonalcoholic beverages and beverage materials index and the fruits and vegetables index declined in December.

The food index rose 2.5 percent for the 12 months ending in December. The index for food away from home increased 3.4 percent over the past year, while the index for food at home rose 1.9 percent over the same period. Each of the six major grocery store food group indexes increased over the past year, led by a 4.8-percent increase in the index for meats, poultry, fish, and eggs.

Energy

The energy index declined 0.4 percent in December, reflecting a 1.4-percent decrease in the gasoline index. In contrast, the indexes for natural gas and electricity increased in December, up 2.3 percent and 0.2 percent, respectively.

The energy index declined 0.5 percent for the 12 months ending in December. The index for gasoline declined 1.9 percent over the past year. In comparison, the index for natural gas rose 5.4 percent over the past 12 months and the index for electricity increased 0.8 percent over the same period.

All items less food and energy

The index for all items less food and energy was unchanged in December. The shelter index increased 0.2 percent over the month. The index for owners' equivalent rent rose 0.3 percent in December, as did the index for rent of primary residence. Other notable indexes to increase in December include recreation (+0.3 percent) and medical care (+0.1 percent). Notable indexes to decline in December include apparel (-1.5 percent) and education and communication (-0.3 percent).

The index for all items less food and energy advanced 3.1 percent for the 12 months ending in December, as it did for the 12-month periods ending in November and October. The index for shelter (+4.7 percent) was the largest contributor to the total 12-month increase in the all items less food and energy index. The indexes for owners' equivalent rent (+4.8 percent) and rent of primary residence (+3.8 percent) also increased over the past year.

Geographic divisions

Additional price indexes are now available for the three divisions of the South. In December, the all items index rose 0.2 percent in the South Atlantic division. In comparison, the all items index declined in the East South Central (-0.2 percent) and West South Central (-0.1 percent) divisions in December.

Over the past 12 months, the all items index increased 4.1 percent in the East South Central division, 2.9 percent in the South Atlantic division, and 1.9 percent in the West South Central division.

Table A. South region CPI-U 1-month and 12-month percent changes, all items index, not seasonally adjusted

Month	2020		2021		2022		2023		2024	
	1-month	12-month	1-month	12-month	1-month	12-month	1-month	12-month	1-month	12-month
January	0.3	2.3	0.5	1.6	0.9	7.8	0.8	6.9	0.6	3.4
February	0.2	1.9	0.5	2.0	1.1	8.4	0.6	6.4	0.9	3.7
March	-0.1	1.1	0.8	2.9	1.4	9.1	0.4	5.3	0.4	3.8
April	-0.8	-0.2	0.7	4.4	0.5	8.8	0.7	5.5	0.2	3.3
May	-0.2	-0.4	0.8	5.6	1.2	9.2	0.2	4.4	0.1	3.2
June	0.6	0.3	0.9	5.8	1.5	9.8	0.3	3.3	0.0	2.9
July	0.6	0.6	0.5	5.8	0.1	9.4	0.2	3.4	0.2	2.9
August	0.4	1.1	0.3	5.6	-0.2	8.9	0.6	4.1	0.0	2.3
September	0.2	1.3	0.3	5.8	0.2	8.7	0.2	4.2	0.1	2.1
October	0.1	1.3	1.0	6.6	0.4	8.1	-0.1	3.7	0.3	2.5
November	-0.1	1.2	0.4	7.2	0.1	7.7	-0.2	3.4	0.0	2.7
December	0.2	1.4	0.3	7.4	-0.3	7.0	-0.1	3.7	0.0	2.8

The Consumer Price Index for January 2025 is scheduled to be released on Wednesday, February 12, 2025, at 8:30 a.m. (ET).

Notice Regarding Ceasing Publication of Utility Indexes

With the publication of January 2025 data in February 2025, several indexes and average price series will be discontinued.

The following CPI indexes will continue to be published at the national level, but will be discontinued for all metropolitan areas, census divisions, and regional size classes:

- Electricity
- Utility (piped) gas (often referred to as natural gas)
- Energy services
- Fuels and utilities
- Household energy

The following CPI average price series will continue to be published at the national level, but will be discontinued for all metropolitan areas, census divisions, and regional size classes:

- Electricity per KWH
- Utility (piped) gas per therm

Technical Note

The Consumer Price Index (CPI) is a measure of the average change in prices over time in a fixed market basket of goods and services. The Consumer Price Index for the **South** is published monthly. The set of components and sub-aggregates published for regional and metropolitan indexes is more limited than at the U.S. city average level; these indexes are byproducts of the national CPI program. Each local index has a much smaller sample size than the national or regional indexes and is, therefore, subject to substantially more sampling and other measurement error. As a result, local-area indexes are more volatile than the national or regional indexes. In addition, local indexes are

not adjusted for seasonal influences. **NOTE: Area indexes do not measure differences in the level of prices between cities; they only measure the average change in prices for each area since the base period.**

The South region is comprised of Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Refer to the national CPI news release technical note or the Handbook of Methods for more information.

Information in this release will be made available to individuals with sensory impairments upon request. Voice phone: (202) 691-5200; Telecommunications Relay Service: 7-1-1.

Table 1. Consumer Price Index for All Urban Consumers (CPI-U): Indexes and percent changes for selected periods
South (1982-84=100 unless otherwise noted) (not seasonally adjusted)

Item and Group	Indexes			Percent change from-		
	Oct. 2024	Nov. 2024	Dec. 2024	Dec. 2023	Oct. 2024	Nov. 2024
Expenditure category						
All Items	306.889	306.877	307.007	2.8	0.0	0.0
All items (December 1977=100)	497.817	497.798	498.008	-	-	-
Food and beverages	325.457	325.227	325.992	2.4	0.2	0.2
Food	329.284	329.045	330.073	2.5	0.2	0.3
Food at home	307.013	305.829	306.954	1.9	0.0	0.4
Cereal and bakery products	368.887	362.137	365.374	1.1	-1.0	0.9
Meats, poultry, fish, and eggs	326.302	327.049	329.596	4.8	1.0	0.8
Dairy and related products	274.119	272.067	272.589	1.9	-0.6	0.2
Fruits and vegetables	336.949	334.872	334.692	0.7	-0.7	-0.1
Nonalcoholic beverages and beverage materials	216.045	218.300	217.754	1.7	0.8	-0.3
Other food at home	273.890	272.036	273.108	0.6	-0.3	0.4
Food away from home	366.957	368.386	369.237	3.4	0.6	0.2
Alcoholic beverages	272.111	272.002	269.247	1.4	-1.1	-1.0
Housing	316.182	316.774	317.522	3.9	0.4	0.2
Shelter	371.389	372.316	373.130	4.7	0.5	0.2
Rent of primary residence	395.963	396.806	397.871	3.8	0.5	0.3
Owners' equiv. rent of residences(1)	374.541	375.462	376.766	4.8	0.6	0.3
Owners' equiv. rent of primary residence(1)	374.495	375.412	376.712	4.8	0.6	0.3
Fuels and utilities	303.107	302.496	303.759	2.3	0.2	0.4
Household energy	246.184	244.341	245.621	1.3	-0.2	0.5
Energy services	246.366	244.490	245.786	1.4	-0.2	0.5
Electricity	243.270	239.734	240.320	0.8	-1.2	0.2
Utility (piped) gas service	246.568	256.004	261.965	5.4	6.2	2.3
Household furnishings and operations	145.703	145.816	146.094	-0.9	0.3	0.2
Apparel	142.819	139.580	137.510	0.7	-3.7	-1.5
Transportation	270.045	269.052	267.912	1.1	-0.8	-0.4
Private transportation	271.898	270.379	269.273	0.6	-1.0	-0.4
New and used motor vehicles(2)	125.050	125.404	125.347	-2.1	0.2	0.0
New vehicles	184.200	184.635	184.718	-0.8	0.3	0.0
New cars and trucks(2)(3)	-	-	-	-	-	-
New cars(3)	181.539	182.160	182.129	-1.1	0.3	0.0
Used cars and trucks	178.076	179.201	179.453	-3.7	0.8	0.1
Motor fuel	259.447	253.770	250.291	-2.2	-3.5	-1.4
Gasoline (all types)	258.400	252.696	249.110	-1.9	-3.6	-1.4
Unleaded regular(3)	251.151	245.396	241.754	-2.0	-3.7	-1.5
Unleaded midgrade(3)(4)	295.663	290.192	286.623	-1.2	-3.1	-1.2
Unleaded premium(3)	291.780	286.773	283.828	-0.9	-2.7	-1.0

Footnotes
(1) Indexes on a December 1982=100 base.
(2) Indexes on a December 1997=100 base.
(3) Special index based on a substantially smaller sample.
(4) Indexes on a December 1993=100 base.
(5) Indexes on a December 1977=100 base.
NOTE: Index applies to a month as a whole, not any specific date.

- Data not available.
Regions defined as the four Census regions. South includes Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Item and Group	Indexes			Percent change from-		
	Oct. 2024	Nov. 2024	Dec. 2024	Dec. 2023	Oct. 2024	Nov. 2024
Medical care	537.012	538.135	538.866	3.0	0.3	0.1
Medical care commodities	384.526	383.111	383.606	-0.9	-0.2	0.1
Medical care services	587.910	589.903	590.713	3.9	0.5	0.1
Professional services	409.389	410.014	410.421	4.6	0.3	0.1
Recreation(2)	137.835	138.987	139.410	1.9	1.1	0.3
Education and communication(2)	141.356	140.885	140.499	0.3	-0.6	-0.3
Tuition, other school fees, and child care(5)	1,554.295	1,557.702	1,558.500	4.7	0.3	0.1
Other goods and services	538.645	539.457	539.419	4.1	0.1	0.0
Commodity and service group						
All Items	306.889	306.877	307.007	2.8	0.0	0.0
Commodities	220.198	219.331	218.912	0.1	-0.6	-0.2
Commodities less food and beverages	174.070	173.022	172.215	-1.3	-1.1	-0.5
Nondurables less food and beverages	227.736	225.144	223.604	0.1	-1.8	-0.7
Nondurables less food, beverages, and apparel	279.163	276.937	275.702	-0.1	-1.2	-0.4
Durables	124.823	124.804	124.514	-2.8	-0.2	-0.2
Services	394.460	395.302	395.979	4.3	0.4	0.2
Rent of shelter(1)	382.517	383.495	384.321	4.7	0.5	0.2
Transportation services	511.834	511.434	509.110	6.4	-0.5	-0.5
Other services	401.417	402.585	403.498	2.8	0.5	0.2
Special aggregate indexes						
All items less medical care	294.037	293.971	294.071	2.7	0.0	0.0
All items less food	303.217	303.237	303.241	2.8	0.0	0.0
All items less shelter	282.497	282.071	281.901	1.7	-0.2	-0.1
Commodities less food	176.976	175.947	175.091	-1.2	-1.1	-0.5
Nondurables	273.787	272.285	271.811	1.4	-0.7	-0.2
Nondurables less food	229.881	227.433	225.828	0.2	-1.8	-0.7
Nondurables less food and apparel	277.041	275.012	273.651	0.0	-1.2	-0.5
Services less rent of shelter(1)	421.061	421.729	422.211	3.8	0.3	0.1
Services less medical care services	376.020	376.769	377.430	4.3	0.4	0.2
Energy	247.333	243.675	242.627	-0.5	-1.9	-0.4
All items less energy	314.525	314.867	315.112	3.0	0.2	0.1
All items less food and energy	312.544	312.978	313.100	3.1	0.2	0.0
Commodities less food and energy commodities	167.058	166.595	166.053	-1.1	-0.6	-0.3
Energy commodities	264.422	258.771	255.344	-2.2	-3.4	-1.3
Services less energy services	410.026	411.125	411.748	4.5	0.4	0.2

Footnotes
(1) Indexes on a December 1982=100 base.
(2) Indexes on a December 1997=100 base.
(3) Special index based on a substantially smaller sample.
(4) Indexes on a December 1993=100 base.
(5) Indexes on a December 1977=100 base.
NOTE: Index applies to a month as a whole, not any specific date.

- Data not available.
Regions defined as the four Census regions. South includes Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Last Modified Date: Wednesday, January 15, 2025

U.S. BUREAU OF LABOR STATISTICS Southeast Information Office Suite 7T50 61 Forsyth St., S.W. Atlanta, GA 30303

Telephone:1-404-893-4222 www.bls.gov/regions/southeast Contact Southeast Region

Amendment 4
Rocketship Education Inc.'s Food Service Management Company (FSMC) Request for Proposals (RFP) Contract

Issue Date: July 1, 2025
Contract Base Year: 2022-2023

To: SLA Management Inc.

RE: Buy American Revisions and Updated Citations

The Buy American section of the original RFP has been amended to include updated language and requirements per the United States Department of Agriculture's (USDA) Final Rule as described in *USDA Memo SP 23-2024*. Updates to existing Code of Federal Regulations (CFR) citations in this section have been made herein. Changes to the original base year contract for this section have been highlighted in yellow for clarity.

This amendment to the current contract between Rocketship Education Inc. and SLA Management Inc. is effective as of July 1, 2025. The RFP is amended as follows:

6.1 The food service management company shall retain title of all purchased food and nonfood items.

6.2 This SFA participates in the National School Lunch Program and School Breakfast Program and is required to use the nonprofit food service funds, to the maximum extent practical, to buy domestic commodities or products for program meals. A "domestic commodity or product" is defined as one that is either produced in the U.S. or is processed in the U.S. substantially using agricultural commodities that are produced in the U.S. as provided in 7 CFR Part 210.21(d) and USDA Memo SP 23-2024. **Note that products must be both produced <u>and</u> processed in the U.S.**

6.2.1 The term, "substantially," means over 51 percent of a food product consists of agricultural commodities that were grown domestically in the United States (USDA Memo SP 23-2024).

6.3 The FSMC may purchase non-domestic foods per "limited exceptions" codified in regulations by USDA in the following circumstances:

- Products are listed on the Federal Acquisitions Regulations Nonavailable articles list found at 48 CFR 25.104 (Note: while these items do count towards the non-domestic food purchases cap (see: 6.5), nonavailable articles are exempt from documentation requirements;

- Products are not produced or manufactured domestically in sufficient and reasonably available quantities of a satisfactory quality; and/or
- The cost of a U.S. product is significantly higher than the non-domestic product.

6.4 Exceptions to the "Buy American" provision should be used as a last resort; however, an alternative or exception may be approved upon request. To be considered for the alternative or exception, the request must be completed using the "Buy American Certification Form" and submitted with the bid. If a request for an exception occurs after time of bid and during the contract period, it must be submitted in writing to Rocketship's Regional Director of Operation and to compliance@rsed.org a minimum of five working days in advance of delivery.

6.5 The food service management company may substitute commercially purchased foods for all other USDA Foods received. All commercially purchased food substitutes must be of the same generic identity as the USDA Foods received, of U.S. origin, and of equal or better quality than the USDA Foods as determined by the SFA and must be in compliance with the "Buy American" provision in 7 CFR Part 210.21(d) and USDA's Final Rule per Memo SP 23-2024. Exceptions may not exceed the following thresholds per total program food cost per school year:
- School year 2025-2026: 10 percent
- School year 2028-2029: 8 percent
- School year 2031-2032: 5 percent

6.6 The SFA shall ensure commercially purchased foods used in place of USDA Foods received are of the same generic identity as the USDA Foods received, of U.S. origin, and of equal or better quality than the USDA Foods as determined by the SFA.

6.7 7 CFR 210.21(f)(1) Prohibited expenditures. No expenditure may be made from the nonprofit school food service account for any cost resulting from a cost reimbursable contract that fails to include the requirements of this section, nor may any expenditure be made from the nonprofit school food service account that permits or results in the contractor receiving payments in excess of the contractor's actual, net allowable costs.

6.8 The food service management company shall certify the percentage of U.S. content in the products supplied to the SFA to show compliance with the "Buy American" provision in 7 CFR 210.21(d) and 7 CFR 220.16(d).

6.9 The SFA reserves the right to review food service management company purchase records to ensure compliance with the "Buy American" provision in 7 CFR 210.21(d) and 7 CFR 220.16(d).

6.10 The food service management company shall provide Nutrition Facts labels and any other documentation requested by the SFA to ensure compliance with U.S. content requirements.

6.11 For the duration of the contract and all subsequent renewal terms, as applicable, the food service management company shall purchase foods and beverages that are equivalent or better in quality and variety as those items required in the 21-day cycle menu, per the requirements outlined above, in Exhibit B, and the food specifications contained herein. For the first 21 days of meal service, FSMC shall adhere to the 21-day cycle menu provided in the RFP (Exhibit B) and developed in accordance with the provisions of 210.10 or 210.10 (a). Thereafter, changes in the menu may be made with the approval of the SFA.

Acknowledgement Statement

Failure to confirm the receipt of this amendment and adhere to the above referenced requirements will result in a non-renewal of the existing contract upon the conclusion of the current contract term July 1, 2025.

I certify that I have read the above changes to the original contract and will comply will the new requirements as stated above. I understand that this amendment replaces the original contract provisions for the section referenced in this document, and that failure to adhere to the new contract requirements may result in contract termination.

Jacob Clifton President	Jacob Clifton	5/15/2025
FSMC Authorized Representative Name, Title	Signature	Date
SFA Authorized Representative Name, Title	Signature	Date

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
Services Agreement (SLA Management Inc. and Rocketship Public Schools)	7691f430-d967-43dd-b3a8-8e7caa7748f8

Contract signed by:

Jacob Clifton

Signer ID: 28be66cf-19c6-4172-a9cc-f8cdbe45b2e5
Email: j.clifton@slamgmt.com

Date / Time: May 15, 2025 at 8:23 PM EDT
IP Address: 70.131.50.193
User Agent: Mozilla/5.0 (iPhone; CPU iPhone OS 18_4_1 like Mac OS X) AppleWebKit/605.1.15 (KHTML, like Gecko) CriOS/136.0.7103.91 Mobile/15E148 Safari/604.1

ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 5(B) **Subject:** Approve the Asset Transfer Agreement - RSED-TN	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Rocketship Education, a California nonprofit public benefit corporation ("RSED"), currently holds the charters for three charter elementary schools in Tennessee: Rocketship Nashville Northeast Elementary, Rocketship United Academy, and Rocketship Dream Academy (the "Rocketship TN Schools"). RSED has been operating these three schools since their respective authorizations.

Rocketship Education Tennessee, a Tennessee nonprofit corporation ("RSED-TN") was incorporated as a 501(c)(3) nonprofit organization, established for the purpose of operating the Rocketship charter elementary schools in Tennessee. One goal in establishing RSED-TN was to transfer the governance and operational responsibilities for the existing Rocketship TN Schools from RSED to RSED-TN.

Regional and national leadership recommend that the RSED Board of Directors ("Board") approve the attached Asset Transfer Agreement ("Agreement"), which transfers the assets and liabilities of the TN Schools from RSED to RSED- TN.

Background:

Since 2014, RSED has held the charters for, and the RSED Board has served as the governing board of the Rocketship TN Schools. By 2022, RSED had determined that it would work to achieve a more localized governance of the TN Schools, mirroring the governance structure of its other Rocketship network schools in Wisconsin and Washington, D.C.

In 2022 RSED-TN was incorporated in Tennessee as a nonprofit corporation. In July 2024, RSED-TN received confirmation of its tax exempt status from the Internal Revenue Service. In September 2024, RSED and RSED-TN filed three charter amendment applications with the Tennessee authorizers seeking permission to transfer governance of the three existing Rocketship TN Schools from RSED to RSED-TN. All three amendment applications were approved and corresponding Memoranda of Understanding between the authorizers and RSED were entered into and reflect the approved transition of governance to RSED-TN effective July 1, 2025.

Having obtained authorizer approval for the transfer of three Rocketship TN Schools from RSED to RSED-TN effective July 1, 2025, staff are presenting the attached Agreement that codifies the corporate transactions facilitating and supporting the transfer of governance, oversight, and operations from RSED to RSED-TN, with RSED remaining in its capacity as Sole Member to RSED-TN.

The Agreement codifies the transfer of assets and liabilities. The assets described in the Agreement include, among other things, each TN School's charter, cash net any outstanding payable balance between RSED-TN and RSED, accounts receivable, contracts, inventory, supplies, fixed assets, curricula, work-product, fixtures, licenses, business records, prepaid expenses, advertising material, insurance proceeds, permits, security deposits, intellectual property of every sort or type, leases, leasehold improvements, furniture, fixtures, and equipment, and all goodwill and the going concern value of the Schools. Also under the Agreement, RSED-TN assumes all liabilities and obligations of RSED of whatever kind or nature related to the operation of any of the Rocketship TN Schools (whether asserted or unasserted, known or unknown, absolute or contingent, accrued or unaccrued, matured or unmatured, or otherwise, whether currently existing or hereinafter created).

The Agreement excludes the transfer of RSED assets and liabilities that are not related to, or used or held for use in, the operation of the TN Schools.

Summary of Previous Board Action by Board:
On June 5, 2025, the RSED-TN Board of Trustees approved the Agreement.

Fiscal Impact:
This Agreement is valued at approximately $7,935,500. This amount reflects the net assets of the Rocketship TN schools and incorporates the Rocketship TN Schools' long-term loan repayment of $689,128, which is the amount currently owed to RSED by the Rocketship TN Schools.

Submitted by:
Leah Olson, Senior Legal Counsel
Ben Carson, Chief Financial Officer
Preston Smith, Chief Executive Officer
Eric Dailey, Executive Director Rocketship Education Tennessee

ASSET TRANSFER AGREEMENT

THIS ASSET TRANSFER AGREEMENT ("**Agreement**") is made this 5th day of June 2025, by and between ROCKETSHIP EDUCATION, a California nonprofit public benefit corporation ("**Transferor**"), and ROCKETSHIP EDUCATION TENNESSEE, a Tennessee nonprofit corporation ("**Transferee**").

WHEREAS, Transferor holds the charters for three elementary schools in Nashville, Tennessee: [add names] (collectively, the "**Schools**"; each, a **"School"**)).

WHEREAS, Transferee desires to acquire from Transferor, and Transferor desires to transfer to Transferee, substantially all of the assets of the Transferor related to or allocated for the operation of the Schools, in accordance with the terms and conditions hereof **("the Transfer")**.

NOW, THEREFORE, in consideration of the mutual covenants and agreements hereinafter set forth and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1. Transfer of Assets. On the terms and subject to the conditions set forth in this Agreement, as of the Closing (as defined herein), Transferor hereby transfers, assigns, conveys, and delivers to Transferee, and Transferee hereby acquires and accepts from Transferor, all right, title, and interest in, and to, all tangible and intangible assets, other than Excluded Assets, of Transferor that are solely related to, or used or held for use solely in connection with, the operation of the Schools (collectively, the "**Acquired Assets**"), including, without limitation, each School's charter, cash net any outstanding payable balance between Transferee and Transferor, accounts receivable, contracts, inventory, supplies, fixed assets, curricula, work-product, fixtures, licenses, business records (including, but not limited to, current and historical student records and employment records), prepaid expenses, advertising material, insurance proceeds, permits, security deposits, intellectual property of every sort or type, leases, leasehold improvements, furniture, fixtures, and equipment, wherever located and existing as of the Closing (but, in each case, except for the Excluded Assets), and all goodwill and the going concern value of the Schools. Notwithstanding any provision to the contrary contained herein, the following assets are expressly excluded from the Transfer and are not considered Transferred Assets hereunder: all Transferor's assets that are not related to, or used or held for use in, the operation of the Schools (collectively, the "**Excluded Assets**").

2. Assumption of Liabilities. The Transfer is subject to the assumption by Transferee of all liabilities and obligations of Transferor of whatever kind or nature related to the operation of any School or the Schools (whether asserted or unasserted, known or unknown, absolute or contingent, accrued or unaccrued, matured or unmatured, or otherwise, whether currently existing or hereinafter created) (each, a "**Liability**") to the extent exclusively or primarily resulting from, relating to, or arising out of the Acquired Assets, other than the Excluded Liabilities (as defined below) (collectively, the "**Assumed Liabilities**"). Subject to the terms and conditions set forth herein, as of the Closing, Transferee hereby assumes and shall perform, pay, and discharge when due the Assumed Liabilities. Nothing contained herein shall prevent Transferee or its affiliates from contesting in good faith any of the Assumed Liabilities with any

third-party obligee. Other than the Assumed Liabilities, Transferee shall not assume or become obligated with respect to any Liabilities of Transferor[(including the Excluded Liabilities)], all of which shall remain the sole responsibility of Transferor. Notwithstanding any provision to the contrary contained herein, the Assumed Liabilities do not include, and Transferee shall not have any liability or obligation with respect to, the following Liabilities of Transferor, all of which are expressly excluded from the Transfer and are not considered Assumed Liabilities hereunder: any liability of Transferor not solely related to the operation of any School or the Schools (collectively, the "**Excluded Liabilities**").

3. Closing.

(a) Closing Date. The closing of the transactions contemplated by this Agreement (the "**Closing**") shall take place simultaneously with the execution of this Agreement on the date hereof by electronic exchange of documents and signatures.

(b) Closing Deliverables. At the Closing, Transferor shall deliver to Transferee fully executed documents of conveyance to effect the contribution of the Acquired Assets to Transferee, each in a form reasonably acceptable to Transferee.

4. Representations and Warranties of Transferor.

Transferor represents and warrants to Transferee that the statements contained in this 5 are true and correct as of the date hereof.

(a) Organization of Transferor. Transferor is a corporation duly organized, validly existing and in good standing under the Laws of the State of California and is qualified to conduct business in each jurisdiction where the properties owned, leased or operated, or the business conducted by it require qualification.

(b) Authority. Transferor has all requisite power and authority, and has obtained all necessary corporate approvals, to execute and deliver this Agreement, to carry out its obligations hereunder, and to consummate the transactions contemplated hereby. This Agreement has been duly executed and delivered by Transferor and (assuming due authorization, execution, and delivery by Transferee) shall constitute Transferor's legal, valid, and binding obligation, enforceable against it in accordance with its terms (except as such enforceability may be limited by any bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, or other similar laws affecting the enforcement of creditors' rights generally or by general principles of equity).

(c) Ownership and Transfer of Assets. Transferor has valid, good, and marketable title to, or in the case of leased or subleased assets, valid and subsisting leasehold interests in, all of the Acquired Assets, free and clear of all liens. Transferor has the unrestricted right to contribute, sell, transfer, assign, convey, and deliver to Transferee all right, title, and interest in and to, or in the case of leased or subleased assets, all right, title, and interest in and to the leasehold interest in, the Acquired Assets without penalty or other adverse consequences.

5. Representations and Warranties of Transferee.

Transferee represents and warrants to Transferor that the statements contained in this 6 are true and correct as of the date hereof.

(a) Organization of Transferee. Transferee is a corporation duly organized, validly existing and in good standing under the Laws of the State of Tennessee and is qualified to conduct business in each jurisdiction where the properties owned, leased or operated, or the business conducted by it require qualification.

(b) Authority. Transferee has all requisite power and authority, and has obtained all necessary corporate approvals, to execute and deliver this Agreement, to carry out its obligations hereunder, and to consummate the transactions contemplated hereby. This Agreement has been duly executed and delivered by Transferee and (assuming due authorization, execution, and delivery by Transferor) shall constitute Transferee's legal, valid, and binding obligation, enforceable against it in accordance with its terms (except as such enforceability may be limited by any bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, or other similar laws affecting the enforcement of creditors' rights generally or by general principles of equity).

6. Further Assurances. Following the Closing, Transferor and Transferee shall execute any and all agreements, documents, and instruments of transfer, assignment, assumption, or novation and perform such other acts as may be reasonably necessary or expedient to further the purposes of this Agreement and the transactions contemplated by this Agreement.

7. Notices. All notices, requests, consents, claims, demands, waivers, and other communications hereunder shall be in writing and shall be deemed to have been given: (a) when delivered by hand (with written confirmation of receipt); (b) when received by the addressee if sent by a nationally recognized overnight courier (receipt requested); or (c) on the date sent by email of a .pdf document (with confirmation of transmission) if sent during normal business hours of the recipient, and on the next business day if sent after normal business hours of the recipient. Such communications must be sent to the respective parties at the following addresses (or to such other address for a party as shall be specified in a written notice given in accordance with this section):

If to Transferor:	Rocketship Education
	2001 Gateway Place Suite 230E, San Jose, CA 95110
	Attention: Chief Legal Officer
If to Transferee:	Rocketship Education Tennessee
	311 Plus Park Blvd Suite 130, Nashville, TN 37217
	Attention: Executive Director

8. Entire Agreement. This Agreement constitutes the sole and entire agreement of the parties hereto with respect to the subject matter contained herein, and supersedes all prior and

contemporaneous understandings and agreements, both written and oral, with respect to such subject matter.

9. Successors and Assigns. This Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and permitted assigns.

10. No Third-Party Beneficiaries. This Agreement is for the sole benefit of the parties hereto and their respective successors and permitted assigns and nothing herein, express or implied, is intended to or shall confer upon any other person or entity any legal or equitable right, benefit, or remedy of any nature whatsoever, under or by reason of this Agreement.

11. Interpretation; Construction. The headings in this Agreement are for reference only and shall not affect the interpretation of this Agreement. For purposes of this Agreement: (a) the words "include" and "including" shall be deemed to be followed by the words "without limitation"; (b) the word "or" is not exclusive; (c) the word "extent" in the phrase "to the extent" means the degree to which a subject or other thing extends, and does not simply mean "if"; (d) the words "hereof," "herein," "hereby," "hereto," "hereunder," and words of similar import shall refer to this Agreement as a whole and not to any particular provision of this Agreement; and (e) the definitions of terms shall apply equally to the singular and plural forms of the terms defined.

12. Amendment and Modification; Waiver. This Agreement may only be amended, modified, or supplemented by an agreement in writing signed by each party hereto. No waiver by any party hereto of any of the provisions hereof shall be effective unless explicitly set forth in writing and signed by the party so waiving. No failure to exercise, or delay in exercising, any rights, remedy, power, or privilege arising from this Agreement shall operate or be construed as a waiver thereof; nor shall any single or partial exercise of any right, remedy, power, or privilege hereunder preclude any other or further exercise thereof or the exercise of any other right, remedy, power, or privilege.

13. Governing Law; Submission to Jurisdiction. This Agreement shall be governed by and construed in accordance with the internal laws of the State of California without giving effect to any choice or conflict of law provision or rule (whether of the State of California or any other jurisdiction) that would cause the application of laws of any jurisdiction other than those of the State of California. Any legal suit, action, or proceeding arising out of or based on this Agreement or the transactions contemplated hereby may be instituted in the federal courts of the United States or the courts of the State of California, and each party hereto irrevocably submits to the exclusive jurisdiction of such courts in any such suit, action, or proceeding.

14. Severability. In the event that any provision of this Agreement, or the application thereof, becomes or is declared by a court of competent jurisdiction to be illegal or unenforceable in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other term or provision of this Agreement or invalidate or render unenforceable such term or provision in any other jurisdiction. The parties hereto further agree to replace any such invalid, illegal, or unenforceable provision with a valid and enforceable provision that shall achieve, to the extent possible, the economic, business, and other purposes of such invalid, illegal, or unenforceable provision.

15. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original, but both of which together shall be deemed to be one and the same agreement. A signed copy of this Agreement delivered by facsimile, email, or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this Agreement.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first written above.

[TRANSFEROR]

By_____

Name:

Title:

[TRANSFEREE]

By_____

Name:

Title:

ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 6(A) **Subject:** Approve the 2025-26 Attendance Calendar for Rocketship Mateo Sheedy, Rocketship Si Se Puede, Rocketship Los Suenos, Rocketship Discovery Prep, Rocketship Alma, Rocketship Fuerza, Rocketship Brilliant Minds and Rocketship Rising Stars	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education ("RSED") Board of Directors ("RSED-Board") approve the individual 2025-26 Attendance Calendars for each of the following schools: Rocketship Mateo Sheedy, Rocketship Si Se Puede, Rocketship Los Suenos, Rocketship Discovery Prep, Rocketship Alma, Rocketship Fuerza, Rocketship Brilliant Minds and Rocketship Rising Stars (individually, "Attendance Calendar" and collectively "Attendance Calendars").

Background:

For the Santa Clara County Office of Education ("SCCOE") authorized Rocketship schools, RSED is asked to submit an Attendance Calendar for each school, and for each new school year. SCCOE provides a template for this purpose, and RSED bases its Attendance Calendars on this template, capturing each school's instructional days, professional development days, and attendance reporting segments.

The Attendance Calendars mirror the school instructional calendars that were approved by the RSED-Board at the May 28, 2025 meeting.

SCCOE requires the Attendance Calendars to be RSED-Board approved.

Summary of Previous Board Action by Board:
On June 13, 2024 the RSED-Board approved the 2024-25 attendance calendars for each SCCOE authorized school.

Fiscal Impact:
N/A

Submitted by:
Justin White, Director, Governance & Compliance

Santa Clara County Office of Education

Rocketship Brilliant Minds
Calendar for FY 2025-2026

Students' first day of attendance: 8/13/25

last day of attendance: 6/10/26

Attendance Month	Week 1					Week 2					Week 3					Week 4					Days Taught	Legal Holiday	Local Holiday
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri			
1	Month		8	8	8	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9			
	Date	Date	13	14	15	18	19	20	21	22	25	26	27	28	29	H	2	3	PD	5	17	1	0
2	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	10	10	10			
	8	9	10	11	12	15	16	17	18	19	22	23	24	PD	PD	29	30	1	2	3	18	0	0
3	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10			
	6	7	8	9	10	X	14	15	16	17	20	21	22	23	T	27	28	29	30	31	18	0	1
4	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11			
	3	4	5	PD	7	10	H	12	13	14	17	18	19	20	21	X	X	X	H	X	14	2	4
5	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12			
	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	X	X	X	H	X	15	1	4
6	12	12	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
	X	X	X	H	X	PD	6	7	8	9	12	13	14	15	16	H	20	21	22	23	13	2	4
7	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
	26	27	28	29	30	2	3	4	5	6	9	10	11	12	T	H	X	X	X	X	14	2	4
8	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
	23	24	25	26	27	2	3	4	5	6	9	10	11	12	13	16	17	18	PD	20	20	0	0
9	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4			
	23	24	25	26	27	X	31	1	2	3	X	X	X	X	X	13	14	15	16	17	14	0	6
10	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5			
	20	21	22	23	24	27	28	29	30	1	4	5	6	7	8	11	12	13	14	15	20	0	0
11	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6					
	18	19	20	21	22	H	26	27	28	29	1	2	3	4	5	8	9	10	Date	Date	17	1	0
12	Month																						
	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date			
																					180	**9**	**23**

T=Teacher Work Days

2

PD = Professional Development

6

Legend: H = Legal Holiday, X = Local Holiday, T = Teacher Work Day, PD = Professional Development

EC 37220 (a) Except as otherwise provided the public schools shall close on the following holidays:

Holiday	Day or Date Each Year	Day	Date Observed
Independence Day	July 4	Friday	7/4/25
Labor Day	1st Monday in September	Monday	9/1/25
Veterans Day	November 11 (cannot switch dates)	Tuesday	11/11/25
Thanksgiving	4th Thursday in November	Thursday	11/27/25
Christmas Day	December 25	Thursday	12/25/25
New Year's Day	January 1	Thursday	1/1/26
MLK Day	3rd Monday in January	Monday	1/19/26
Lincoln Day	Week of February 12	Thursday	2/12/26
Washington Day	3rd Monday in February	Monday	2/16/26
Memorial Day	Last Monday in May	Monday	5/25/26
Juneteenth	June 19	Friday	6/19/26

X = Local Holiday per Education Code 37220(a)(13)

Holiday Recess

Winter Recess

Spring Recess

(b) If holiday falls on Sunday, the following Monday shall be deemed the holiday.

(c) If holiday falls on Saturday, the preceding Friday shall be deemed the holiday.

(e) Except for Veterans Day, the governing board of a school district, by adoption of a resolution, may revise the date schools close in observance of any holidays.

If a legal holiday date was changed by a Board resolution:

Resolution # _____ **Date:** _____

Santa Clara County Office of Education

Rocketship Discovery Prep
Calendar for FY 2025-2026

Students' first day of attendance: 8/13/25

last day of attendance: 6/10/26

Attendance Month	Week 1					Week 2					Week 3					Week 4					Days Taught	Legal Holiday	Local Holiday
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri			
1	Month		8	8	8	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9			
	Date	Date	13	14	15	18	19	20	21	22	25	26	27	28	29	H	2	3	PD	5	17	1	0
2	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	10	10	10			
	8	9	10	11	12	15	16	17	18	19	22	23	24	PD	PD	29	30	1	2	3	18	0	0
3	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10			
	6	7	8	9	10	X	14	15	16	17	20	21	22	23	T	27	28	29	30	31	18	0	1
4	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11			
	3	4	5	PD	7	10	H	12	13	14	17	18	19	20	21	X	X	X	H	X	14	2	4
5	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12			
	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	X	X	X	H	X	15	1	4
6	12	12	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
	X	X	X	H	X	PD	6	7	8	9	12	13	14	15	16	H	20	21	22	23	13	2	4
7	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
	26	27	28	29	30	2	3	4	5	6	9	10	11	12	T	H	X	X	X	X	14	2	4
8	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
	23	24	25	26	27	2	3	4	5	6	9	10	11	12	13	16	17	18	PD	20	20	0	0
9	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4			
	23	24	25	26	27	X	31	1	2	3	X	X	X	X	X	13	14	15	16	17	14	0	6
10	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5			
	20	21	22	23	24	27	28	29	30	1	4	5	6	7	8	11	12	13	14	15	20	0	0
11	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6					
	18	19	20	21	22	H	26	27	28	29	1	2	3	4	5	8	9	10	Date	Date	17	1	0
12	Month																						
	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date			
																					180	**9**	**23**

T=Teacher Work Days

2

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6

Legend: H = Legal Holiday, X = Local Holiday, T = Teacher Work Day, PD = Professional Development

EC 37220 (a) Except as otherwise provided the public schools shall close on the following holidays:

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Independence Day	July 4	Friday	7/4/25
Labor Day	1st Monday in September	Monday	9/1/25
Veterans Day	November 11 (cannot switch dates)	Tuesday	11/11/25
Thanksgiving	4th Thursday in November	Thursday	11/27/25
Christmas Day	December 25	Thursday	12/25/25
New Year's Day	January 1	Thursday	1/1/26
MLK Day	3rd Monday in January	Monday	1/19/26
Lincoln Day	Week of February 12	Thursday	2/12/26
Washington Day	3rd Monday in February	Monday	2/16/26
Memorial Day	Last Monday in May	Monday	5/25/26
Juneteenth	June 19	Friday	6/19/26

X = Local Holiday per Education Code 37220(a)(13)

Holiday Recess

Winter Recess

Spring Recess

(b) If holiday falls on Sunday, the following Monday shall be deemed the holiday.

(c) If holiday falls on Saturday, the preceding Friday shall be deemed the holiday.

(e) Except for Veterans Day, the governing board of a school district, by adoption of a resolution, may revise the date schools close in observance of any holidays.

If a legal holiday date was changed by a Board resolution:

Resolution # _____ **Date:** _____

Santa Clara County Office of Education

Rocketship Fuerza Community Prep
Calendar for FY 2025-2026

Students' first day of attendance: 8/13/25

last day of attendance: 6/10/26

Attendance Month	Week 1					Week 2					Week 3					Week 4					Days Taught	Legal Holiday	Local Holiday
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri			
1	Month		8	8	8	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9			
	Date	Date	13	14	15	18	19	20	21	22	25	26	27	28	29	H	2	3	PD	5	17	1	0
2	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	10	10	10			
	8	9	10	11	12	15	16	17	18	19	22	23	24	PD	PD	29	30	1	2	3	18	0	0
3	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10			
	6	7	8	9	10	X	14	15	16	17	20	21	22	23	T	27	28	29	30	31	18	0	1
4	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11			
	3	4	5	PD	7	10	H	12	13	14	17	18	19	20	21	X	X	X	H	X	14	2	4
5	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12			
	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	X	X	X	H	X	15	1	4
6	12	12	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
	X	X	X	H	X	PD	6	7	8	9	12	13	14	15	16	H	20	21	22	23	13	2	4
7	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
	26	27	28	29	30	2	3	4	5	6	9	10	11	12	T	H	X	X	X	X	14	2	4
8	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
	23	24	25	26	27	2	3	4	5	6	9	10	11	12	13	16	17	18	PD	20	20	0	0
9	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4			
	23	24	25	26	27	X	31	1	2	3	X	X	X	X	X	13	14	15	16	17	14	0	6
10	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5			
	20	21	22	23	24	27	28	29	30	1	4	5	6	7	8	11	12	13	14	15	20	0	0
11	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6					
	18	19	20	21	22	H	26	27	28	29	1	2	3	4	5	8	9	10	Date	Date	17	1	0
12	Month																						
	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date			
																					180	**9**	**23**

T=Teacher Work Days

2

PD = Professional Development

6

Legend: H = Legal Holiday, X = Local Holiday, T = Teacher Work Day, PD = Professional Development

EC 37220 (a) Except as otherwise provided the public schools shall close on the following holidays:

Holiday	Day or Date Each Year	Day	Date Observed
Independence Day	July 4	Friday	7/4/25
Labor Day	1st Monday in September	Monday	9/1/25
Veterans Day	November 11 (cannot switch dates)	Tuesday	11/11/25
Thanksgiving	4th Thursday in November	Thursday	11/27/25
Christmas Day	December 25	Thursday	12/25/25
New Year's Day	January 1	Thursday	1/1/26
MLK Day	3rd Monday in January	Monday	1/19/26
Lincoln Day	Week of February 12	Thursday	2/12/26
Washington Day	3rd Monday in February	Monday	2/16/26
Memorial Day	Last Monday in May	Monday	5/25/26
Juneteenth	June 19	Friday	6/19/26

X = Local Holiday per Education Code 37220(a)(13)

Holiday Recess

Winter Recess

Spring Recess

(b) If holiday falls on Sunday, the following Monday shall be deemed the holiday.

(c) If holiday falls on Saturday, the preceding Friday shall be deemed the holiday.

(e) Except for Veterans Day, the governing board of a school district, by adoption of a resolution, may revise the date schools close in observance of any holidays.

If a legal holiday date was changed by a Board resolution:

Resolution # _____ **Date:** _____

Santa Clara County Office of Education

Rocketship Los Suenos Academy
Calendar for FY 2025-2026

Students' first day of attendance: 8/13/25

last day of attendance: 6/10/26

Attendance Month	Week 1					Week 2					Week 3					Week 4					Days Taught	Legal Holiday	Local Holiday
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri			
1	Month / Date	Date	8 / 13	8 / 14	8 / 15	8 / 18	8 / 19	8 / 20	8 / 21	8 / 22	8 / 25	8 / 26	8 / 27	8 / 28	8 / 29	9 / H	9 / 2	9 / 3	9 / PD	9 / 5	17	1	0
2	9 / 8	9 / 9	9 / 10	9 / 11	9 / 12	9 / 15	9 / 16	9 / 17	9 / 18	9 / 19	9 / 22	9 / 23	9 / 24	9 / PD	9 / PD	9 / 29	9 / 30	10 / 1	10 / 2	10 / 3	18	0	0
3	10 / 6	10 / 7	10 / 8	10 / 9	10 / 10	10 / X	10 / 14	10 / 15	10 / 16	10 / 17	10 / 20	10 / 21	10 / 22	10 / 23	10 / T	10 / 27	10 / 28	10 / 29	10 / 30	10 / 31	18	0	1
4	11 / 3	11 / 4	11 / 5	11 / PD	11 / 7	11 / 10	11 / H	11 / 12	11 / 13	11 / 14	11 / 17	11 / 18	11 / 19	11 / 20	11 / 21	11 / X	11 / X	11 / X	11 / H	11 / X	14	2	4
5	12 / 1	12 / 2	12 / 3	12 / 4	12 / 5	12 / 8	12 / 9	12 / 10	12 / 11	12 / 12	12 / 15	12 / 16	12 / 17	12 / 18	12 / 19	12 / X	12 / X	12 / X	12 / H	12 / X	15	1	4
6	12 / X	12 / X	12 / X	1 / H	1 / X	1 / PD	1 / 6	1 / 7	1 / 8	1 / 9	1 / 12	1 / 13	1 / 14	1 / 15	1 / 16	1 / H	1 / 20	1 / 21	1 / 22	1 / 23	13	2	4
7	1 / 26	1 / 27	1 / 28	1 / 29	1 / 30	2 / 2	2 / 3	2 / 4	2 / 5	2 / 6	2 / 9	2 / 10	2 / 11	2 / 12	2 / T	2 / H	2 / X	2 / X	2 / X	2 / X	14	2	4
8	2 / 23	2 / 24	2 / 25	2 / 26	2 / 27	3 / 2	3 / 3	3 / 4	3 / 5	3 / 6	3 / 9	3 / 10	3 / 11	3 / 12	3 / 13	3 / 16	3 / 17	3 / 18	3 / PD	3 / 20	20	0	0
9	3 / 23	3 / 24	3 / 25	3 / 26	3 / 27	3 / X	3 / 31	4 / 1	4 / 2	4 / 3	4 / X	4 / X	4 / X	4 / X	4 / X	4 / 13	4 / 14	4 / 15	4 / 16	4 / 17	14	0	6
10	4 / 20	4 / 21	4 / 22	4 / 23	4 / 24	4 / 27	4 / 28	4 / 29	4 / 30	5 / 1	5 / 4	5 / 5	5 / 6	5 / 7	5 / 8	5 / 11	5 / 12	5 / 13	5 / 14	5 / 15	20	0	0
11	5 / 18	5 / 19	5 / 20	5 / 21	5 / 22	5 / H	5 / 26	5 / 27	5 / 28	5 / 29	6 / 1	6 / 2	6 / 3	6 / 4	6 / 5	6 / 8	6 / 9	6 / 10	Date	Date	17	1	0
12	Month / Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date			
																					180	**9**	**23**

T=Teacher Work Days

2

PD = Professional Development

6

Legend: H = Legal Holiday, X = Local Holiday, T = Teacher Work Day, PD = Professional Development

EC 37220 (a) Except as otherwise provided the public schools shall close on the following holidays:

Holiday	Day or Date Each Year	Day	Date Observed
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Christmas Day	December 25	Thursday	12/25/25
New Year's Day	January 1	Thursday	1/1/26
MLK Day	3rd Monday in January	Monday	1/19/26
Lincoln Day	Week of February 12	Thursday	2/12/26
Washington Day	3rd Monday in February	Monday	2/16/26
Memorial Day	Last Monday in May	Monday	5/25/26
Juneteenth	June 19	Friday	6/19/26

X = Local Holiday per Education Code 37220(a)(13)

Holiday Recess

Winter Recess

Spring Recess

(b) If holiday falls on Sunday, the following Monday shall be deemed the holiday.

(c) If holiday falls on Saturday, the preceding Friday shall be deemed the holiday.

(e) Except for Veterans Day, the governing board of a school district, by adoption of a resolution, may revise the date schools close in observance of any holidays.

If a legal holiday date was changed by a Board resolution:

Resolution # _____ **Date:** _____

Santa Clara County Office of Education

Rocketship Si Se Puede
Calendar for FY 2025-2026

Students' first day of attendance: 8/13/25

last day of attendance: 6/10/26

Attendance Month	Week 1					Week 2					Week 3					Week 4					Days Taught	Legal Holiday	Local Holiday
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri			
1	Month		8	8	8	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9			
	Date	Date	13	14	15	18	19	20	21	22	25	26	27	28	29	H	2	3	PD	5	17	1	0
2	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	10	10	10			
	8	9	10	11	12	15	16	17	18	19	22	23	24	PD	PD	29	30	1	2	3	18	0	0
3	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10			
	6	7	8	9	10	X	14	15	16	17	20	21	22	23	T	27	28	29	30	31	18	0	1
4	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11			
	3	4	5	PD	7	10	H	12	13	14	17	18	19	20	21	X	X	X	H	X	14	2	4
5	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12			
	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	X	X	X	H	X	15	1	4
6	12	12	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
	X	X	X	H	X	PD	6	7	8	9	12	13	14	15	16	H	20	21	22	23	13	2	4
7	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
	26	27	28	29	30	2	3	4	5	6	9	10	11	12	T	H	X	X	X	X	14	2	4
8	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
	23	24	25	26	27	2	3	4	5	6	9	10	11	12	13	16	17	18	PD	20	20	0	0
9	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4			
	23	24	25	26	27	X	31	1	2	3	X	X	X	X	X	13	14	15	16	17	14	0	6
10	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5			
	20	21	22	23	24	27	28	29	30	1	4	5	6	7	8	11	12	13	14	15	20	0	0
11	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6					
	18	19	20	21	22	H	26	27	28	29	1	2	3	4	5	8	9	10	Date	Date	17	1	0
12	Month																						
	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date			
																					180	**9**	**23**

T=Teacher Work Days

2

PD = Professional Development

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Legend: H = Legal Holiday, X = Local Holiday, T = Teacher Work Day, PD = Professional Development

EC 37220 (a) Except as otherwise provided the public schools shall close on the following holidays:

Holiday	Day or Date Each Year	Day	Date Observed
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Veterans Day	November 11 (cannot switch dates)	Tuesday	11/11/25
Thanksgiving	4th Thursday in November	Thursday	11/27/25
Christmas Day	December 25	Thursday	12/25/25
New Year's Day	January 1	Thursday	1/1/26
MLK Day	3rd Monday in January	Monday	1/19/26
Lincoln Day	Week of February 12	Thursday	2/12/26
Washington Day	3rd Monday in February	Monday	2/16/26
Memorial Day	Last Monday in May	Monday	5/25/26
Juneteenth	June 19	Friday	6/19/26

X = Local Holiday per Education Code 37220(a)(13)

Holiday Recess

Winter Recess

Spring Recess

(b) If holiday falls on Sunday, the following Monday shall be deemed the holiday.

(c) If holiday falls on Saturday, the preceding Friday shall be deemed the holiday.

(e) Except for Veterans Day, the governing board of a school district, by adoption of a resolution, may revise the date schools close in observance of any holidays.

If a legal holiday date was changed by a Board resolution:

Resolution # _____ **Date:** _____

Santa Clara County Office of Education

Rocketship Rising Stars
Calendar for FY 2025-2026

Students' first day of attendance: 8/13/25

last day of attendance: 6/10/26

Attendance Month	Week 1					Week 2					Week 3					Week 4					Days Taught	Legal Holiday	Local Holiday
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri			
1	Month		8	8	8	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9			
	Date	Date	13	14	15	18	19	20	21	22	25	26	27	28	29	H	2	3	PD	5	17	1	0
2	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	10	10	10			
	8	9	10	11	12	15	16	17	18	19	22	23	24	PD	PD	29	30	1	2	3	18	0	0
3	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10			
	6	7	8	9	10	X	14	15	16	17	20	21	22	23	T	27	28	29	30	31	18	0	1
4	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11			
	3	4	5	PD	7	10	H	12	13	14	17	18	19	20	21	X	X	X	H	X	14	2	4
5	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12			
	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	X	X	X	H	X	15	1	4
6	12	12	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
	X	X	X	H	X	PD	6	7	8	9	12	13	14	15	16	H	20	21	22	23	13	2	4
7	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
	26	27	28	29	30	2	3	4	5	6	9	10	11	12	T	H	X	X	X	X	14	2	4
8	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
	23	24	25	26	27	2	3	4	5	6	9	10	11	12	13	16	17	18	PD	20	20	0	0
9	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4			
	23	24	25	26	27	X	31	1	2	3	X	X	X	X	X	13	14	15	16	17	14	0	6
10	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5			
	20	21	22	23	24	27	28	29	30	1	4	5	6	7	8	11	12	13	14	15	20	0	0
11	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6					
	18	19	20	21	22	H	26	27	28	29	1	2	3	4	5	8	9	10	Date	Date	17	1	0
12	Month																						
	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date			
																					180	**9**	**23**

T=Teacher Work Days

2

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6

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Lincoln Day	Week of February 12	Thursday	2/12/26
Washington Day	3rd Monday in February	Monday	2/16/26
Memorial Day	Last Monday in May	Monday	5/25/26
Juneteenth	June 19	Friday	6/19/26

X = Local Holiday per Education Code 37220(a)(13)

Holiday Recess

Winter Recess

Spring Recess

(b) If holiday falls on Sunday, the following Monday shall be deemed the holiday.

(c) If holiday falls on Saturday, the preceding Friday shall be deemed the holiday.

(e) Except for Veterans Day, the governing board of a school district, by adoption of a resolution, may revise the date schools close in observance of any holidays.

If a legal holiday date was changed by a Board resolution:

Resolution # _____ **Date:** _____

Santa Clara County Office of Education

Rocketship Alma Academy
Calendar for FY 2025-2026

Students' first day of attendance: 8/13/25

last day of attendance: 6/10/26

Attendance Month	Week 1					Week 2					Week 3					Week 4					Days Taught	Legal Holiday	Local Holiday
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri			
1	Month		8	8	8	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9			
	Date	Date	13	14	15	18	19	20	21	22	25	26	27	28	29	H	2	3	PD	5	17	1	0
2	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	10	10	10			
	8	9	10	11	12	15	16	17	18	19	22	23	24	PD	PD	29	30	1	2	3	18	0	0
3	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10			
	6	7	8	9	10	X	14	15	16	17	20	21	22	23	T	27	28	29	30	31	18	0	1
4	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11			
	3	4	5	PD	7	10	H	12	13	14	17	18	19	20	21	X	X	X	H	X	14	2	4
5	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12			
	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	X	X	X	H	X	15	1	4
6	12	12	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
	X	X	X	H	X	PD	6	7	8	9	12	13	14	15	16	H	20	21	22	23	13	2	4
7	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
	26	27	28	29	30	2	3	4	5	6	9	10	11	12	T	H	X	X	X	X	14	2	4
8	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
	23	24	25	26	27	2	3	4	5	6	9	10	11	12	13	16	17	18	PD	20	20	0	0
9	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4			
	23	24	25	26	27	X	31	1	2	3	X	X	X	X	X	13	14	15	16	17	14	0	6
10	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5			
	20	21	22	23	24	27	28	29	30	1	4	5	6	7	8	11	12	13	14	15	20	0	0
11	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6					
	18	19	20	21	22	H	26	27	28	29	1	2	3	4	5	8	9	10	Date	Date	17	1	0
12	Month																						
	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date			
																					180	**9**	**23**

T=Teacher Work Days

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New Year's Day	January 1	Thursday	1/1/26
MLK Day	3rd Monday in January	Monday	1/19/26
Lincoln Day	Week of February 12	Thursday	2/12/26
Washington Day	3rd Monday in February	Monday	2/16/26
Memorial Day	Last Monday in May	Monday	5/25/26
Juneteenth	June 19	Friday	6/19/26

X = Local Holiday per Education Code 37220(a)(13)

Holiday Recess

Winter Recess

Spring Recess

(b) If holiday falls on Sunday, the following Monday shall be deemed the holiday.

(c) If holiday falls on Saturday, the preceding Friday shall be deemed the holiday.

(e) Except for Veterans Day, the governing board of a school district, by adoption of a resolution, may revise the date schools close in observance of any holidays.

If a legal holiday date was changed by a Board resolution:

Resolution # _____ **Date:** _____

Santa Clara County Office of Education

Rocketship Si Se Puede
Calendar for FY 2025-2026

Students' first day of attendance: 8/13/25

last day of attendance: 6/10/26

Attendance Month	Week 1					Week 2					Week 3					Week 4					Days Taught	Legal Holiday	Local Holiday
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri			
1	Month		8	8	8	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9			
	Date	Date	13	14	15	18	19	20	21	22	25	26	27	28	29	H	2	3	PD	5	17	1	0
2	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	10	10	10			
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T=Teacher Work Days

2

PD = Professional Development

6

Legend: H = Legal Holiday, X = Local Holiday, T = Teacher Work Day, PD = Professional Development

EC 37220 (a) Except as otherwise provided the public schools shall close on the following holidays:

Holiday	Day or Date Each Year	Day	Date Observed
Independence Day	July 4	Friday	7/4/25
Labor Day	1st Monday in September	Monday	9/1/25
Veterans Day	November 11 (cannot switch dates)	Tuesday	11/11/25
Thanksgiving	4th Thursday in November	Thursday	11/27/25
Christmas Day	December 25	Thursday	12/25/25
New Year's Day	January 1	Thursday	1/1/26
MLK Day	3rd Monday in January	Monday	1/19/26
Lincoln Day	Week of February 12	Thursday	2/12/26
Washington Day	3rd Monday in February	Monday	2/16/26
Memorial Day	Last Monday in May	Monday	5/25/26
Juneteenth	June 19	Friday	6/19/26

X = Local Holiday per Education Code 37220(a)(13)

Holiday Recess

Winter Recess

Spring Recess

(b) If holiday falls on Sunday, the following Monday shall be deemed the holiday.

(c) If holiday falls on Saturday, the preceding Friday shall be deemed the holiday.

(e) Except for Veterans Day, the governing board of a school district, by adoption of a resolution, may revise the date schools close in observance of any holidays.

If a legal holiday date was changed by a Board resolution:

Resolution # _____ **Date:** _____

ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 6(B) **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 ("RSED") 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

ROCKETSHIP
PUBLIC SCHOOLS

info@rsed.org
2001 Gateway Place, Ste. 230E, San Jose, CA 95110

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

ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 6(C) **Subject:** Approve Instructional Continuity Plan Addition to School Safety Plan (CA)	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education ("RSED") Board of Directors ("RSED-Board") approve the Instructional Continuity Plan Addition to the School Safety Plan (CA).

Background:

Rocketship staff annually review and update the Rocketship School Safety Plan ("safety plan"), which must be updated by March 1st each year. The RSED-Board annually reviews and approves the safety plan at its quarter three meeting. Recently, the State of California passed Senate Bill 153, Chapter 38, Statutes of 2024, which adds a provision to California *Education Code* ("*EC*") Section 32282 requiring local educational agencies ("LEAs") to adopt a plan to ensure all students can access instruction during a natural disaster or emergency. The Instructional Continuity Plan (ICP) must be included in an LEA's Safety Plan by July 1, 2025.

Utilizing resources provided by the California Department of Education ("CDE"), the CA Regional Leadership team developed an instructional continuity plan ("ICP") to add to the existing safety plan. The ICP prioritizes strong family communication, access to instruction and student and staff well being in the event of an emergency school closure. The plan includes components required by EC 32282 including a protocol for how our schools will engage with pupils and their families as soon as practicable, but no later than five calendar days following an emergency and a plan to provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency.

Upon approval by the RSED-Board, the ICP will be incorporated into our safety plan to ensure we are in compliance with the July 1, 2025 deadline.

Summary of Previous Board Action by Board:
As this is a new requirement, this is the first time the RSED-Board has taken action on the ICP. On March 1, 2025, the RSED-Board approved the School Safety Plan.

Fiscal Impact:
In the event of a prolonged emergency closure, Rocketship would likely incur additional costs to provide resources, support and technology to students and families.

Submitted by:
Christopher Castro, Senior Regional Director of Operations
Juan Mateos, VP of Schools
Justin White, Director of Governance & Compliance

Statement of Purpose

Rocketship Education dba Rocketship Public Schools (“Rocketship” or “RPS”) is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, we have led a thorough review and revision of Rocketship emergency mitigation/prevention, health, preparedness, response, and recovery procedures relevant to natural and human-caused disasters.

This Health/Safety Plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community and clear communication with emergency management officials.

This handbook was written in compliance with this school’s charter and developed in cooperation with Federal and State guidelines.

This plan is to be reviewed annually.

This plan includes specific courses of action to be taken in case an emergency situation develops. Every employee of Rocketship Public Schools is expected to be familiar with this plan in order to carry out his/her responsibilities in an emergency.

The major objective of emergency preparedness is to save lives and protect property in the event of a disaster. This plan was developed with this in mind.

A master table of contents appears on the following page.

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Mission

At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. And it is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve. Our non-profit network of public elementary charter schools propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.

Safe School Vision

1. Rocketship will provide a safe, orderly, and secure environment conducive to learning.
2. Rocketship will create a school in which students will be safe from both physical and social-psychological harm.
3. Rocketship will develop a plan to work cooperatively and collaboratively with the national office and each school board to identify, establish and use strategies and programs to comply with local school safety laws.
4. Rocketship will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide safe and orderly schools and neighborhoods.
5. Rocketship will create a learning and working environment where parents can be confident that their students are safe and secure.
6. Rocketship will develop an academic program that will focus on high expectations of pupil performance and behavior in various aspects of the school experience.
7. Rocketship will identify clear procedures for emergencies.
8. Rocketship works to ensure its campuses remain safe for its staff and students.
9. Rocketship will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

What does Rocketship do to promote school safety?

Rocketship schools may use a combination of the following training, exercises, tools, and resources to promote school safety:

- **Health/Safety Plan (this document):** Rocketship schools are equipped with a copy of this Health/Safety Plan, which should be kept in the Safety Binder in the Front Office. This plan

is also accessible online. This plan is reviewed/updated every year by Rocketship Network staff. Principals, Assistant Principals, Office Managers, and Business Operations Managers (BOM) are expected to review this manual every summer.

- **Training:** School staff receive training annually on a variety of topics, including basic first aid, CPR, and emergency procedures.
- **Safety Drills:** Schools run regular safety drills (earthquake, tornado, fire, lock-down, etc.) in accordance with local regulations. Protocols for running safety drills are included in this Health/Safety Plan.
- **School Safety Teams:** Schools make assignments to a School Safety Team. School Safety teams aim to meet at least twice a year.
- **Safety Checklists:** School staff conduct regular walkthroughs to identify hazards and to confirm that the school facilities are in good condition.
- **School Evacuation Map + Assembly Sites:** Each school has a designated on- and off-site assembly site in case of an evacuation.
- **Safety Equipment:** In addition to AED machines, First Aid Kits and other emergency tools (e.g. a working flashlight, survival/earthquake materials), schools are equipped with fire extinguishers and alarms. The Rocketship Facilities team maintains extinguishers and alarms (and keeps building up to code).
- **Emergency Cards:** Emergency cards for students are collected at the beginning of the school year and kept in the Front Office. The Office Manager uses these cards to contact student parents/guardians in case of an emergency at the school.
- **Safety Clipboards:** Rocketship classrooms are equipped with safety clipboards with evacuation maps and information to be used in case of emergency.
- **Safety Binder:** The school Business Operations Managers are responsible for maintaining an up-to-date digital Safety Binder that contains the school's drill logs and other documentation related to school safety.
- **Safety Audit:** Schools are periodically audited by regional/national staff to ensure compliance with internal and external safety rules and regulations.
- **Crisis Response Plan:** Rocketship also has an established Crisis Response Plan for school leaders to access with plans to stabilize a school community and deal with public communications. *This plan is kept confidential to Rocketship school leaders and key members of the Rocketship network support team.*
- **Accident/Incident Binder:** In cases of major accidents or significant behavioral incidents on campus, school employees fill out an Accident/Incident binder to keep a record of what happened. These are kept in a distinct "Accident/Incident Report" binder.

Safe Facilities

In accordance with Board policy and regional statutes, both students and staff of the school campus have the right to be safe and secure in their schools. This includes having a safe physical environment.

School Buildings

Rocketship believes in a multifaceted approach to school physical safety that allows students to continue to feel that they are in a positive, safe learning environment without sacrificing the feeling of a school. We review each campus individually each year and work to improve the areas of security systems, cameras, lockdown equipment, doors, etc., to ensure our buildings meet our minimum standard of safety.

- **Hazardous Materials**: Surveys and management plans will be maintained and updated for hazardous building materials (lead, asbestos, etc.), and hazardous materials used and stored in and around the school will be handled and disposed of properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided.
- **Indoor Air Quality**: All campuses use the highest-rated MERV filters that the HVAC system can operate with, in most cases MERV 13. A comprehensive indoor air quality program, modeled on the EPA's "Tools for Schools" program, will be implemented and maintained. This will include activities described in the Safety Checklists.
- **Maintenance/Inspection of School Buildings**: Inspections will be performed to ensure that daily operations do not compromise facility safety and health. This will include maintaining safe access/egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.
- **Security Systems & Physical Safety Enhancements**: Each campus undergoes an annual review to assess and improve security measures, including cameras, lockdown equipment, access control systems, and door security. Upgrades and adjustments are made to meet or exceed Rocketship's established safety standards.
- **Visitors/Campus Access Policies**: Rocketship schools adhere to established visitor and volunteer policies, requiring that all visitors must sign in and be registered and checked in via VisitU with their current government-issued ID. These policies are shared with schools via the company's online file storage site.
- **Safe Ingress/Egress**: Rocketship maintains a school map established by school staff at each school, indicating safe entrance and exit areas for pupils, parents, and school employees on its file storage site and in the parent handbook. These maps also highlight safe pathways for the flow of pedestrians and cars during school arrival and dismissal. Additionally, all schools maintain an evacuation map with ingress and egress routes in the event an evacuation is required, which are included in the appendix. The Principal and

Business Operations Manager will develop procedures to ensure that all students, families, and staff can enter and exit the school in a safe and orderly manner. These procedures will be detailed in the annual family handbook.

California Only: Plan Development Process

The Rocketship network team develops and revises this plan annually. As part of this process, the team solicits and incorporates input from a variety of stakeholders including school leadership, teachers, other staff, families and the community. Additional consultation for the 2024 plan included:

- Reviewing guidance from SCCOE, CCCOE, SMCOE and the CDE
- Consultation with local law enforcement/first responders
    - Plan approved by SJPD on February 19, 2024
    - Plan approved by SJFD on February 26, 2024
- Community input and development at all CA schools through each school's School Site Council in Jan/Feb 2024
- Board approval at the March 6, 2024 Rocketship Board of Directors Meeting

Framework for Emergency Preparedness

There are four stages of Emergency Management:

1. Mitigation/Prevention
2. Preparedness
3. Response
4. Recovery

(1) Mitigation/Prevention

To prepare schools and staff for emergency management, Rocketship will emphasize mitigation/prevention of potential hazards or vulnerabilities at the school site.

Mitigation/prevention activities occur outside of an active emergency - they are actions that eliminate or reduce a potential threat beforehand.

Mitigation/prevention activities included in Rocketship's approach to emergency management include:

A. Hazard analysis
B. Identifying hazards
C. Recording hazards
D. Analyzing hazards

E. Mitigating/preventing hazards
F. Monitoring hazards
G. Safety Audit

(2) Preparedness

Preparedness activities help prepare school sites and school staff for an emergency response. Preparedness activities included in Rocketship's approach to emergency management include:

A. Providing emergency equipment and facilities.
B. Emergency planning, including maintaining this plan and its appendices.
C. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
D. Conducting periodic drills and exercises to test emergency plans and training.
E. Reviewing drill, exercises and actual emergencies after they have occurred.
F. Revising safety plans as necessary.

(3) Response

Rocketship will prepare school staff to respond to emergency situations effectively and efficiently. This document contains carefully-devised Emergency Response Plans (See Part: 2) for several common emergencies. The goal of these plans is to guide staff to resolve an emergency situation quickly, while minimizing casualties and property damage.

(4) Recovery

If a disaster occurs, Rocketship will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state.

The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process may include assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

Note on Emergencies Occurring During Summer or Other School Breaks:

If a school administrator or other emergency response team member is notified of an emergency during the summer (or when students are not in attendance for other reasons, depending on the

school schedule), the response usually will be one of limited school involvement. In that case, the following steps should be taken:

- Disseminate information to Emergency Response Team members and request a meeting of available members.
- Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
- Notify staff or families of students most likely to be affected by the emergency and recommend community resources for support.
- Notify general faculty/staff by letter or telephone with appropriate information.
- Schedule a faculty meeting for an update the week before students return to school.
- Be alert for repercussions among students and staff.
- When school reconvenes, check the core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

Principles for Emergency Response

The previous section discussed the four phases of emergency management (Mitigation/Prevention, Preparedness, Response, and Recovery). This section focuses on the second phase (Response) and provides a framework for responding to a school emergency.

1. **While the Principal and BOM are ultimately responsible for leading school-wide emergency responses, all/any staff members should feel prepared to take charge in an emergency response situation**.
    a. School personnel are usually first on the scene of an emergency situation in or near the school. School leaders may not be the first responder in an emergency situation – it could be a teacher, support staff member, or the school psychologist. Staff members present during an emergency situation will be expected to take charge and remain in charge of an emergency response situation until it is resolved or until he/she can transfer command to the Principal or to an emergency responder agency with legal authority to assume responsibility. It is important that Rocketship employees understand this expectation when committing to work at a Rocketship school.

2. **Staff members should seek help from other agencies, but may NOT transfer responsibility for student care outside Rocketship.**
    a. When responding to an emergency, school staff should seek and take direction from local officials and seek technical assistance from state, federal, and other agencies (e.g., industry) as appropriate. School officials will not transfer responsibility for managing students to another agency.

3. **Deciding what to do first in an emergency is a two-step process.**
    a. When an emergency situation occurs, school personnel must quickly determine which initial response action is appropriate for the situation. Evacuate or duck and cover? Lock the doors or go to a safe space? There are two quick steps to determining what to do when faced with an emergency: 1) identify the type of emergency; and 2) determine immediate action(s) that are required.

Step #1: Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency is occurring. Is it a fire or an earthquake? Is it a fire in the neighborhood of the school or a fire in the classroom? Identifying the type of emergency will inform the appropriate response. Emergency procedures for a range of man-made and natural emergencies are provided in the "Emergency Response Plan" of this document. As this list cannot be exhaustive to all emergencies and situations, school staff are expected to exercise their judgment determining which type of emergency most applies to the current situation.

Step #2: Determine, Execute and Communicate Immediate Response Actions

Alerting others of an emergency situation on campus can save lives and minimize damage to the school site. School staff should understand the following:

4. **In a life-threatening emergency, follow the "Window of Life" approach of Protecting Yourself, then Protecting Others, then Protecting the Place and then Notifying Public Safety/911.**
    a. While it is important to quickly notify the authorities in an emergency, the priority of all staff should be to take personal protective action first as well as warning others in the immediate area and in the building. Once these immediate life-saving steps are taken, the 911 call for help should be placed. If for example, an intruder with a weapon enters the front office, the Office Manager should:
        i. Secure her/himself in a locked office
        ii. Make the lockdown call over the intercom / walkie talkies, if Principal or BOM has not already done so.
        iii. Call 911
        iv. After calling 911, the flow of information at a school site should go from the first responder to the Principal to the Rocketship regional office.

5. **In case of fire, activate the alarm**
    a. In the event of a fire, ***anyone*** discovering the fire should activate the building fire alarm system and the building should evacuate immediately. In the event that a lock down or shelter-in-place incident is simultaneously in progress, the evacuation would be limited to the area immediately in danger from the fire – such a situation would occur under direction of the Principal or BOM.

6. **All Rocketship employees are responsible for notifying school leaders of emergencies**
    a. In the event the Rocketship main office or school staff receives information of an emergency on or near a school campus, the information shall be provided immediately to the school Principal. Once the type of emergency has been identified and the initial Window of Life steps have been taken, school personnel can determine the appropriate ***emergency response action*** to take:

Emergency Response Actions- High Level Summary

Duck and Cover (and Hold) *Earthquake*	1. Take action immediately in case of an earthquake, even without announcement by the Principal. 2. If possible, the Principal or BOM should make an announcement over the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 3. If *inside*, teachers will instruct students to duck under their desks, cover their heads with arms and hands, and hold onto furniture until the shaking stops or otherwise notified. Students and staff should move away from windows. 4. If *outside*, teachers will instruct students to place their heads between their knees and cover their heads with their arms and hands. Students and staff should stay in the open, away from buildings, trees, and power lines.
Shelter-in-Place *Airborne Contaminants, Hazardous Materials*	1. The Principal or BOM will make an announcement on the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 2. If *inside,* teachers will close windows and doors, and keep students in the classroom until further instructions are given. 3. If *outside,* students will proceed inside and into their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. 4. The Utilities & Hazards Team will assist in turning off the HVAC systems, turning off local fans, making sure windows and doors are shut, etc.
Lockdown *Criminal Activity in Area, Intruder on campus, Shooting*	1. If possible, the Principal or BOM should make an announcement over the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 2. If *outside,* students will proceed to their classrooms if it is safe to do so. If it is not safe to do so as the threat is inside, teachers or staff will direct students to the secondary evacuation site. 3. If *inside,* teachers will instruct students to drop to the floor, lock the doors, and close shades or blinds if it appears safe to do so. 4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.

	5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel will be allowed on campus.
Evacuate Building (Primary Evacuation Site) *Fire & other emergencies that require evacuation*	1. The School Leader will initiate the alarm. 2. If possible, the Principal or BOM will make an announcement on the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 3. Teachers will instruct students to evacuate the building, using designated routes indicated on their emergency evacuation map posted in each room, and assemble in their assigned *Assembly Area*. 4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location (e.g., Primary Evacuation Site). 5. Once assembled, teachers and students will stay in place until further instructions are given
Off-Site Evacuation (Secondary Evacuation Site)	1. The Principal or BOM will make an announcement on the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 2. The Principal will determine the safest method for evacuating the campus to a predetermined space within walking distance. The off-site assembly areas (Secondary Evacuation Site) are indicated on the Evacuation Map. 3. Teachers will grab the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location. 4. Once assembled off-site, teachers and students will stay in place until further instructions are given. 5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.
Go to Safe Site *Tornado*	1. A siren will sound, or the Principal or BOM will make an announcement on the PA system. If the PA system is not available, the School Leader will use other means of communication. 2. Upon hearing the announcement or siren, teachers will grab their safety clipboard and walk-talkies, count their students, and lead them to the designated indoor safe site. 3. At the safe site, teachers will instruct students to face the wall and hold their hands behind their head. Teachers will take roll, if safe. 4. The Principal will announce to staff when it is safe to leave the safe site.
All Clear *Emergency is Over*	1. The Principal or BOM will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. 2. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns

Use of School Facilities

The Board may grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board will take steps to cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

Safety Drills Required by State

We follow all state and local requirements for safety drills. These are the types and frequencies of drills that we anticipate will be required, but agencies may make adjustments to account for changing conditions (e.g., extended school closures).

California[1]

1. **Fire drills:** Monthly while school is in session, with one occurring within the first 15 days of school starting.
2. **Lock down drills**: twice yearly, once within the first 30 days of school starting.
3. **Earthquake drill:** once per quarter.

Tennessee[2]

1. **Fire drill:** Monthly while school is in session, with one additional fire drill during the first full month of the school year.
2. **Lockdown drill:** One armed intruder drill annually in coordination with local law enforcement.
3. **One CPR/AED** drill annually
4. **Three (3) additional safety drills** during the school year, which may include inclement weather, earthquake, intruder, or other emergency drills not requiring full evacuation.
5. **Incident Command Drill:** Once per year.
6. **Bus Emergency Drill:** Once per year.
7. **Bus Evacuation Drill**: Once per semester.

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[1] http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB634
[2]https://www.tn.gov/content/dam/tn/stateboardofeducationschools/documents/procedures/Safety%20Drill%20Procedures_Accessible.pdf

Wisconsin[3]

1. **Fire drill**: Monthly when school is in session.
2. **Tornado drill:** twice annually.
3. **Lockdown drill:** twice annually.

Washington, D.C.[4]

1. **Fire drills:** at least two fire drills must be conducted during the first two weeks of the school year, and one a month thereafter.
2. **Lockdown drills:** twice per year.
3. **Emergency Evacuation drills:** twice per year.
4. **Severe Weather Safe Area**: at least one in March

Assisting/Evacuating Individuals with Disabilities

A designated school leader will coordinate and support evacuation of individuals with disabilities. Additional designated staff members will assist individuals with disabilities during an emergency and/or evacuation. A list of individuals who may need assistance during an emergency and/or evacuation will be maintained by the school safety team. Individualized emergency procedures have been incorporated into student's IEPs and 504 plans, discussed with the student's parent/guardian and reviewed with the student's teacher and aide.

Accounting for Students During/After and Emergency

1. The **Principal will direct teachers** to take attendance using their paper rosters and report back to School Leaders by email (during a lockdown) or in person (at an evacuation site). If email is unavailable, staff members will utilize SMS messaging and/or communicate via two way radio. Teachers should report three pieces of information:
    a. Number of students present in their classroom at that time (headcount – Police may want this information);
    b. Names of any students on the roster who aren't currently in the classroom;
    c. Names of any students who are not on the roster but are in the classroom
        i. *Note: Rosters for the entire school are printed and included in the safety clipboard in each room. If for some reason the teacher doesn't have a paper roster, one can be generated in Powerschool by pulling the Weekly Attendance Summary (Meeting) Report and navigating to the page for that cohort.*

[3] https://docs.legis.wisconsin.gov/statutes/statutes/118/075
[4]https://esa.dc.gov/sites/default/files/dc/sites/esa/publication/attachments/school_emergency_response_plan-1-5-10.pdf

2. A school leader will access the online attendance system and pull a Summary Report to generate daily attendance by grade. (If the school is unable to access the report, a school leader will contact a Rocketship national/regional staff member to pull this report remotely).
3. The Office Manager will give the other school leaders the student **sign-in/out sheets**. If the OM can't leave the Front Office, the OM can scan the sheet and email it around.
4. As teachers report in, **school leaders** (AP, BOM, Principal) should compile the information from teachers, PowerSchool, and the sign-out sheet to account for every student on the roster who isn't currently in their teacher's classroom. These students may be absent that day, they may have left school early, or they may be in another teacher's classroom.
5. If a student is still missing, the **Principal** should contact the child's family to confirm that the child was at school that day and did not leave early. If the child is still unaccounted for, the Principal should search for the child or notify the police.

Emergency Procedures

Fire

Fire in the School Building

When the fire is discovered:

1. Activate the nearest fire alarm.
2. Call 911.
3. Notify the Principal or other school leader ASAP
4. The Principal and BOM should make all teachers aware of the fire and facilitate evacuation of students. If the fire alarm is not working, the Principal and designees should alert teachers by other means (e.g. PA system, two way radio, go door to door, shout)
5. In case of a fire, the Principal is the designated responsible official. If the Principal is unable then the Business Operations Manager is the designee.
6. Fight the fire ONLY if:
    a. The fire extinguisher is in working condition
    b. The fire is small (the size of a wastebasket or smaller) and is not spreading to other areas
    c. Escaping the area is possible by backing up to the nearest exit

Upon hearing of a fire:

1. The Principal should make sure 911 has been called. Multiple 911 calls are OK.
    a. The Fire Department will need the following information: School name and phone number, building address including cross streets, location of the fire within the building, information on the layout of the building/how to quickly reach the fire.

2. The Principal and BOM should direct students and staff to evacuate the building. Teachers should know that the fire alarm means EVACUATE.
3. Teachers should evacuate their students:
    a. Grab the class roster and safety clipboard.
    b. Students should line up in a single file and count students quickly.
    c. Shut the door upon leaving
    d. Take students to the primary assembly site, following the route on the map.
    e. At the assembly site, take attendance and report any missing children to the Principal.
4. The Office Manager should grab the Emergency Cards, Sign in/Out Sheets, and First Aid Kit before evacuating. As the Assistant to the Physically-Challenged, the Office Manager needs to make sure that students and staff with medical conditions are safely evacuated. The Office Manager or another trained team member will also render first aid if necessary.
5. If safe, the Principal should direct the Business Operations Manager (head of the Hazards/Utilities Team) to disconnect utilities & equipment before evacuating. This will mitigate damage caused by a fire.
6. All other staff members or visitors in the building should also evacuate.
7. The Principal and Assistant Principals should sweep the hall for any individuals still in the building.
8. After evacuating (at the assembly site):
    a. The Principal should make sure that teachers take attendance. If students are missing, they should report to the Principal or Assistant Principals. The Principal will decide if a search/rescue mission is appropriate.
    b. The Principal should wait for the fire department and be prepared to assist them.
    c. Students and staff should wait together at the assembly site until they are dismissed.
9. If an emergency release is necessary:
    a. The Principal will work with the Office Manager (head of the Student Release/ Communications Team) to contact parents (e.g. using OneCall) with instructions for the emergency release.
    b. Important! The Principal or Office Manager are the only individuals authorized to sign out a child in the case of an emergency.
    c. The Traffic and Security Team (led by the Business Operations Manager) should help direct traffic during student release.
10. Wait until the fire department says it is OK to return to the building. If major damage occurred, the Principal should contact the Director of Schools to initiate a Crisis Response and bring in Facilities experts to make sure the building is safe for students.

<u>Fire In the Surrounding Area</u>

This procedure addresses the situation where a fire is discovered in an area near the school:

1. If a fire is discovered near a school, the Principal should **notify 911.** If someone learns of a fire near the school, he or she should notify the Principal immediately.
2. **The Principal/designee** will initiate the appropriate emergency response action based on the nature of the threat. The Principal should consult with the Fire Department about whether or not the school should be evacuated or sheltered in place and where its students and staff should go.
3. In the event of an evacuation, follow the protocol described above.
4. If an emergency release is necessary, follow the protocol described above. The Principal/designee should consult with the Fire Department to determine how the emergency release should occur.

Tennessee Region Only - Delayed Fire Evacuation Procedure

Operational Objective

This guidance, developed in conjunction with representatives from Nashville Fire Department and Metropolitan Nashville Police Department, is intended to safeguard students, staff, teachers, substitute teachers and building visitors in a situation in which a fire alarm is initiated, but evacuating may place them at greater risk than remaining in place.

Students, staff members, teachers and substitute teachers shall receive training on this procedure as part of their annual professional development.

Delayed Evacuation Procedures (TN Only)

When a fire alarm is initiated staff shall take the following steps:

1. If the staff member is supervising students when the alarm sounds they should:

    a. Begin the process of preparing the students to evacuate.

        i. Lining up

        ii. Designating last person in line

    b. While the students are preparing for evacuation, the staff member should check available information to determine the nature of the cause of the alarm. This information check should last no longer than one minute. This should include but is not limited to:

        i. Using their senses – smell, hearing, sight

            1. Are they hearing gunshots?
            2. Are they smelling smoke?
            3. Do they see something that leads them to believe that the alarm was triggered by something other than a fire?

ii. Checking available communication sources with an emphasis on those methods included within the school/department emergency operations plans. These methods could include – intercom announcements, TEAMs Messages, emails

c. If the information available during the process in paragraph B indicates that there is a greater hazard by evacuating the staff member should transition the classroom process to shelter-in-place or lock-down as is appropriate.

d. If the information available during the process in B does not indicate a more immediate hazard then the staff member shall assume the fire alarm is legitimate and follow the evacuation plan as detailed in the school/departments emergency operation plan.

i. When evacuating the staff member should be the first person out of the door.

1. They should first endeavor to surveil the hallway exposing as little of their person as possible while giving themselves as complete of a view as possible to confirm there are no previously undetected hazards in the hallway, then proceed with the evacuation.

2. Staff should be in the lead in the event that there is an obstruction and the evacuation path needs to be altered.

3. A second adult or the most responsible student should be placed at the rear of the line and tasked with making sure that the classroom door is closed when they leave and making sure that no students in the class are behind them.

2. If at any point any staff member is able to determine the cause of the alarm, they should transmit that information to the remainder of the staff using the communications methods detailed in the school emergency operations plans. These methods could include – intercom announcements, TEAMs Messages, emails, text messages, emails, GroupMe messages, etc.

Earthquake

What to Expect During an Earthquake

Rocketship staff members who've never experienced an earthquake or didn't grow up in an area where earthquake safety training was necessary may be especially anxious about what to expect when an earthquake hits. Knowing what to expect will help school staff make quick decisions

about where to stand and which potential hazards (such as bookshelves or items mounted on walls) to avoid.

When an earthquake hits, the first indication of a damaging earthquake may be a gentle shaking, the swaying of hanging objects or the sound of objects wobbling on shelves. For a small earthquake, the gentle shaking, swaying, and wobbling for a few seconds may be the only impact. You may not have time to register that an earthquake is occurring and enact an emergency response.

In a violent earthquake, the signal to begin the emergency procedure is the sensation of severe quaking. You may be jarred by a violent jolt after the shaking, swaying, and wobbling. You may hear a low, loud, rumbling noise and then feel shaking, making it very difficult to move from one place to another. The following may occur:

- Freestanding bookshelves may topple
- Wall-mounted objects may loosen and fall
- Suspended ceiling components may fall, causing others to come down with them
- Door frames may be bent by moving walls and may jam doors shut
- Moving walls may bend window frames, causing glass to shatter, sending dangerous shards into the room
- The accompanying noise may cause considerable stress

Emergency response procedures for earthquakes included in this Plan include:

1. During/Immediately After an Earthquake
2. After an Earthquake: Evacuation
3. Special Circumstances: Earthquakes when Outside

<u>During/Immediately After an Earthquake: Drop and Cover</u>

1. Instruct students to **DROP** and **COVER**.
    a. Drop to the floor.
    b. Take cover under a structure that can protect you from falling objects. The safest places in a classroom are under a sturdy desk or table, in a doorway, or against an inside wall (a wall that separates inside spaces). Keep your back to the windows to shield against broken glass.
    c. Cover your head and neck with your arms.
2. Everyone else in the building should drop and cover as well.
3. Stay in this position until the shaking stops. Talk to students to keep them in the drop/cover position until the shaking stops.
4. If you have access to a walkie-talkie, make sure it is turned on.
5. After the shaking stops, check for injuries and render first aid.

6. Wait for further instruction from the Principal or designee (e.g. evacuation).

After an Earthquake: Evacuation

Evacuation after a major earthquake is necessary because of the threat of secondary disasters (fire, explosions, etc) caused by the earthquake.

Communications between and within the school may also be interrupted during an earthquake, so principals and teachers may need to use their own judgment deciding whether or not to evacuate a school or their classroom. These are the steps to follow after the initial response to an earthquake described above:

1. The Principal (or designee) is responsible for initiating the fire alarm to signal the evacuation of the building after an earthquake. If the fire alarm is not working, the Principal (or designee) will alternatively use the PA system, two way radio or go door to door. Always evacuate after an earthquake to check the school grounds before bringing students back inside.
2. If an evacuation is initiated, everyone in the building should evacuate and leave the door open as they leave.
3. Teachers should evacuate their students:
    a. Grab the class roster and safety clipboard.
    b. Students should line up in a single file and count students quickly.
    c. LEAVE THE DOOR OPEN upon leaving (this is the opposite of a fire drill)
    d. Take students to the primary assembly site, following the route on the map.
    e. At the assembly site, take attendance and report missing children to the Principal.
4. The Office Manager should grab the Emergency Cards, Sign-in/Out Sheets, and First Aid Kit before evacuating. As the Assistant to the Physically-Challenged, the Office Manager needs to make sure that students and staff with medical conditions are safely evacuated.
5. If safe, the Principal should direct the BOM to disconnect utilities & equipment before evacuating. This will mitigate damage caused by a fire, if one results.
6. After initiating the fire alarm, the Principal should:
    a. Sweep the hallways (with APs or the Business Operations Manager).
    b. Make sure 911 has been called (if not already called).
    c. Evacuate the building of students and staff.
7. As the Head of the First Aid Team, the Office Manager should be sure to grab a First Aid Kit, Emergency Cards, and Sign in/Out sheets.
8. After evacuating (at the assembly site):
    a. Teachers should take attendance and notify the Site Communications Team (Principal, APs, BOM) of missing students or staff.
    b. If students or staff are missing, the Principal should lead a search and rescue mission

9. If first aid is needed, the Office Manager and the First Aid Team should set up a First Aid Kit and render aid as needed.
10. The BOM should turn off the gas and electricity, if it is safe to do so. (This will minimize risk of fire or explosion after an earthquake).
11. Rocketship schools are equipped with earthquake/survival buckets with tools, food, and drinking water that can be used in case of an emergency.

Principals will observe the following:
Re-entry into Classrooms: The Principal/designee will determine if it is safe to re-enter the classroom in consultation with local safety officials. Students and staff should stay out of the building until the Principal has given the OK.
Release of Staff: Once the student body is as safe and secure as possible, teachers will remain with students until the Principal or designee releases staff to attend to personal situations, families and home.

Special Circumstance: Earthquake While Outside the Building

Follow these instructions if outside during an earthquake:
1. Stay outside.
2. Instruct students to move away from buildings, street lights, and utility wires – stay in the open.
3. Instruct students to drop and cover until the shaking stops.
4. Proceed to the evacuation site when safe.
5. Make sure your walkie-talkie is on and listen for further instruction.

Severe Weather /Tornado

This includes violent thunderstorms, tornadoes, & other disruptive weather phenomena.

1. The **Principal** is responsible for monitoring severe weather situations and initiating an emergency response. If other staff or community members learn of a severe weather situation, they should notify the Principal ASAP.
2. In the case of a Tornado or Severe Weather **Watch** (i.e. be on alert as conditions are favorable for a Tornado or severe weather), the Principal should use a battery-powered weather radio to monitor/listen for updates on the weather.
3. In case of a Tornado or Severe Weather **Warning** (i.e. tornado has been spotted/is coming/is imminent), a siren may sound, and the Principal should initiate a GO TO SAFE SITE response.
4. Upon hearing an announcement to GO TO A SAFE SITE, **Teachers** should take the following steps:
    a. Grab your safety clipboard and walkie-talkies

b. Make sure your walkie-talkie is on.
c. COUNT your students before you leave the room.
d. Lead your students to the designated INDOOR SAFE SITE, following the path on your map.
e. If severe weather is imminent, instruct students to face the interior wall and get down on their knees, holding their hands behind their head.
f. As possible, take attendance at the safe site.
g. If you need assistance or student(s) is (are) missing, notify the **Site Communications Team (Principal and APs).**

5. The **Office Manager** should grab the Emergency Cards, Sign-in/Sign-Out sheet, and First Aid Kit before heading to the Safe Site. As the assistant to the physically-challenged, the OM will be responsible for ensuring that students and staff with physical challenges are evacuated. (Consult the List of Staff/Students with Medical Conditions if there are any questions).
6. The Principal and BOM should continue listening to the weather radio and determine when it is safe to return to the classrooms.
7. Staff and students should wait for the "All Clear" signal from the Principal to return.

Note: ***If you are unable to get to the school's designated safe site, consider the following safety tips:***

- Stay away from outside walls & windows and go to 1) small interior rooms on the lowest floor and without windows, 2) hallways on the lowest floor away from doors and windows, 3) Rooms constructed with reinforced concrete, brick or no windows.
- Use arms & protect head & neck
- Remain sheltered until the tornado threat is announced to be over

Flood

In case of a flood, the Principal will generally have sufficient warning to make arrangements to close the campus.

If a flood threatens the school without sufficient warning (e.g. flash flooding), the following procedure applies:

1. The **Principal** is responsible for monitoring severe weather situations and initiating an emergency response. If a staff or community member learns of an impending flood, he or she should notify the Principal ASAP. In case of a flood watch/warning, a siren may also sound. The Principal shall have a battery-powered weather radio handy and should keep it on when severe weather, such as a flood, is impending.

2. The Principal will consult with the local emergency management agency and determine whether a SHELTER-IN-PLACE (with emergency release, if there is enough time), EVACUATE, or OFF-SITE EVACUATION procedure is appropriate.
3. In case of an evacuation, the Principal should direct staff and students to evacuate the affected buildings per the regular procedure (grab clipboard + roster, count students, lead them out in single file by the established evacuation route). If conditions change, the Principal may turn an Evacuation into an Off-Site Evacuation.
4. The **Office Manager** should contact families with information on emergency release plans/to reassure them that students have been evacuated (OneCall or other).
5. The Principal should continue monitoring the situation using the weather radio and remain in contact with emergency response officials to inform next steps.
6. In case of a sustained emergency situation, Rocketship schools have earthquake/survival buckets with tools, drinking water, and food that can be used in case of emergency.

Flood Special Circumstance– Flood off site

If a flood occurs when students/teachers are unable to evacuate with the rest of the school, the following guidelines should be observed:

- Climb to high ground and stay there
- Avoid walking or driving through flood water
- If car/bus/van stalls, abandon it immediately and climb to a higher ground

Criminal Activity Nearby (Police Chase, Search in Neighborhood)

When someone learns of a threat near the school campus (ex. violence or criminal activity in the neighborhood), he/she should initiate a <u>Lockdown Procedure</u> as follows:

1. Call 911 (multiple phone calls to report the same disturbance are OK) and announce that the school needs to go into **Lockdown** over the intercom or through other means (i.e. walkie talkies). *"We have an emergency situation and teachers need to implement a lockdown. Teachers, bring students into classrooms and lock and/or barricade your doors. Do not open your door unless a school leader asks you to. We will be sending an email asking teachers to confirm that they are OK and all students are accounted for – please respond to this ASAP."*
2. Notify the Principal or another school leader ASAP.
3. For updates on the situation, the Principal or another school leader should call the local police department.
4. The Office Manager should be prepared to share the sign-in/out sheet with School Leaders.
5. The Principal (or an AP, if the Principal is absent) should take steps to make sure all students in the building are accounted for by having teachers take attendance and report the # of students in their room, the names of students on their rosters who aren't physically in their rooms, and the names of students who aren't on their rosters but are

physically in their rooms. (**See also: Accounting for Students During/After an Emergency).**

6. Communicate with parents using our automated calling system or other means. Parents should stay away from the school if there is an active situation at the school – they could get in the way of law enforcement responding to the crisis. Consider the following message:

"There is a situation in the vicinity of Rocketship XY and the school is in lockdown. Everyone is safe, and the police have been contacted. For your safety and the safety of our staff and students, please do not call the school and do not come to the school. We will notify you with an update as soon as possible."

7. Notify the **Director of Schools** (when safe to do so) to initiate a crisis response (See also: Crisis Response Plan).
8. Wait until you hear from law enforcement to end the lockdown. When the lockdown ends, contact families and let them know what your plan is for emergency dismissal and if you will use additional safety measures during dismissal (e.g. checking walker rider cards at two locations and/or asking for photo IDs).

Upon hearing the Lockdown order, teachers should:

1. Bring all students inside (even if they don't belong in your class)
2. Lock the door if you can. If not, barricade with furniture.
3. Turn off the lights.
4. Close the curtains/blinds.
5. If there is shooting, have students hide behind internal barricades away from windows and wait silently.
6. Turn on your walkie and check your email. Wait for instructions from school leaders.
7. Do not allow students to exit the classroom. No bathroom breaks!
8. When asked by your school leaders, use the paper roster in your classroom to take attendance and then send an email to your school leaders (Principal, APs, BOM, and OM) with three pieces of information:
    a. # of students currently in your classroom;
    b. Names of students on your roster who aren't currently in your classroom;
    c. Names of student who isn't on your roster but is in your classroom at that time (See also: ACCOUNTING FOR STUDENT DURING/AFTER AN EMERGENCY)
9. There is no way to predict how long a lockdown will last. Keep kids quiet and comfortable. Consider handing out hard candies to help kids cope with the stress. If a lockdown lasts for an hour or more, consider handing out small bottles of water (no bathroom breaks!) and/or granola bars.

10. Kids will have questions – be prepared. All Rocketeers should understand what it means to go into “lockdown” and that we go into lockdown to stay safe when there’s a threat (burglar, wild animal, or violence) near our school.
11. **Remember to….Turn on your Walkie-Talkie, Keep it Quiet:** Teachers and YMCA/City Year/Field Crew & After School staff must have a charged & functioning Walkie Talkie in their classroom or on their body, if outside. Walkie Talkies are charged/stored in the Staff Room at night.

Reporting Dangerous, Unlawful or Violent Activities

Rocketship takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of Rocketship’s extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously, if necessary,— to the school Principal. A report can be sent by a legible written note, by email, or by telephone to the school Principal, whose contact information can be found on the Rocketship website - www.rocketshipschools.org. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately. Rocketship shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event.

Intruder With a Weapon

If an intruder enters the school campus with a deadly weapon, everyone do the following:

1. Do not confront the intruder. Follow the Window of Life principle and take personal protective action first: get to a safe location with the **door locked and/or barricaded**.
2. Warn those immediately around you and if possible, notify the principal or another school leader ASAP. All staff can and should **make the Lockdown call** over the intercom or walkie talkies rather than waiting for the principal or school leader.
3. **Call 911.** Give as many details as you can about the intruder’s identity, location, and the kind of weapons he/she has. Please also use as many descriptive details about the intruder as you can, including: gender, age, ethnicity, height/weight, clothing and other remarkable characteristics such as piercings, jewelry and tattoos.
4. Follow the **Lockdown Procedure** described above.

Note on Students With Weapons:

When a student is discovered on campus with a deadly weapon:

A. The Principal (or other school leader) shall be notified ASAP
B. If the student poses an active threat to the school (e.g. student will not give up the weapon), the Principal or designee shall implement a school-wide emergency response, initiating a Lockdown and calling 911.
C. If no imminent threat is posed (e.g. a knife was discovered in a student's backpack and immediately confiscated), the Principal shall take the student to the school's front office and deal with the situation using standard Rocketship disciplinary procedures.

Hostage Situation

If a hostage situation arises at a school, do the following:

1. Notify the **Principal** or another school leader ASAP.
2. Stay calm and keep students as calm as possible.
3. Do NOT be a hero; Follow the captor's instructions.
4. Cooperate and be friendly. Don't argue with or antagonize the captor.
5. Inform captors of medical or other needs.
6. Be prepared to wait – elapsed time is a good sign.
7. Don't try to escape and don't try to resolve the situation by force.
8. Be observant and remember everything that is seen or heard, including details about the captor's appearance (gender, ethnicity, height/weight, clothing, tattoos, etc.).
9. If a rescue takes place, lie on the floor and await instructions from rescuers.

Upon hearing of a hostage situation at the school site, the Principal or BOM should:

1. Call 911 ASAP.
2. Move other students and teachers away from the hostage situation, if safe.
3. Avoid making announcements over the loudspeaker if this could antagonize the captor.
4. Keep everyone as calm as possible.

Shooting (Drive-by, Neighborhood)

If shooting occurs at or near a school site, the immediate concern is the safety of students and staff.

If you suspect that shots may have been fired from a passing vehicle:

1. Direct staff and students to lie flat on the ground and keep as low as possible.
2. If safe, staff in the vicinity should look at the vehicle, try to identify:
    a. License plate number
    b. Type of vehicle
    c. Occupants
    d. Weapons

Immediately after the vehicle is gone:

1. Alert the Principal
2. Call 911.
3. **Principal/Designee** will order a **Lockdown** for staff and students (See **Lockdown Procedure** above). This order will stay in place until law enforcement arrives and gives the all clear.
4. Do not move those seriously injured unless imminent danger exists. If the injured are ambulatory, move them to a safe shelter.
5. Immediately notify the Principal of any injuries and report the extent of the injuries.
6. Stay with the injured until emergency services arrive.
7. The Principal/Designee should contact his/her supervisory Director of Schools to initiate a crisis response (See also: Crisis Response Plan).
8. If the media arrives, they should be directed to the Principal/Designee.

REMEMBER- Students will model their emotional reaction after yours. STAY CALM.

Air Pollution / Smog

It is recommended that protective measures be taken by sensitive persons in case of air pollution/smog. These are persons with chronic lung disease or asthma, the elderly, the chronically ill and exercising children and adults.

Protective Actions

- Avoid strenuous outdoor physical activity during an episode.
- Avoid exertion or excitement, which will increase breathing rate.
- Plan indoor activities for students.
- Outdoor activities should be restricted beginning when the AQI is red or higher or local authorities require it.
- Remain indoors until the episode ends. Keep doors and windows closed, as indoor concentrations of ozone are about one-half that of outdoor levels.
- Use the air conditioner to recirculate indoor air and keep cool. High temperatures may add stress to the pollutant effects.
- Avoid aerosols, dust, fumes, and other irritants. Reduce activities such as cooking or cleaning, which produce irritants to the nose, eyes, and lungs.
- Avoid traffic-congested areas where pollutants are being generated, if you must go outside.
- During air pollution seasons, use the cooler morning hours for outdoor activities.
- Expect severity of symptoms to increase as ozone levels increase (coughing, wheezing, shortness of breath, headaches, chest discomfort and pain, etc.).

Important! If notified, via the health department and by monitoring airnow.gov, that it is unhealthy for students to be outside, the school leadership team will be notified, via the Operations team. In

this case, recess and other outdoor activities should be canceled and schools should follow the “rainy day” schedule for outdoor activities. The Operations team will use the following table from airnow.gov to determine the appropriate action.

AQI Basics for Ozone and Particle Pollution

Daily AQI Color	Levels of Concern	Values of Index	Description of Air Quality
Green	Good	0 to 50	Air quality is satisfactory, and air pollution poses little or no risk.
Yellow	Moderate	51 to 100	Air quality is acceptable. However, there may be a risk for some people, particularly those who are unusually sensitive to air pollution.
Orange	Unhealthy for Sensitive Groups	101 to 150	Members of sensitive groups may experience health effects. The general public is less likely to be affected.
Red	Unhealthy	151 to 200	Some members of the general public may experience health effects; members of sensitive groups may experience more serious health effects.
Purple	Very Unhealthy	201 to 300	Health alert: The risk of health effects is increased for everyone.
Maroon	Hazardous	301 and higher	Health warning of emergency conditions: everyone is more likely to be affected.

Orange:

- Monitor students in sensitive groups (Asthma etc). Offer indoor activities as needed

Red or Higher:

- All school activities will take place indoors (recess, PE, etc)

Declared Emergency:

- IF AT HOME, REMAIN HOME. Sites will be closed until the Principal is notified that the emergency is over. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the Principal/designee
- Schools may close at the direction of local authorities

Power Loss

If the power goes off (either as an isolated event or as part of another emergency), it may quickly return. In the event of extended power loss to a facility, these precautionary measures should be taken to keep the community and facilities safe:

- Teachers and staff will open window blinds to let in natural lighting
- Backup lighting may be utilized in spaces without natural lighting such a restrooms
- Any activities in spaces without adequate lighting will be postponed
- If power loss hampers safe food service or the ability to maintain adequate building temperature, the Principal, in consultation with Operations and Regional Leadership, may initiate an early dismissal
- Unnecessary electrical equipment and appliances should be turned off. Power restoration could result in a surge causing damage to electronics and affecting sensitive equipment.
- *If the facility is located in an environment with freezing temperatures:*

    - Turn off and drain the following: the fire sprinkler system, standpipes, potable water lines, and toilets in the event of a long term power loss.
    - Equipment that contains fluids that could freeze without heat should be moved to heated areas or drained of liquids.

Upon Restoration of Heat & Power:

- Electronic equipment should be brought up to room temperature before energizing to prevent condensate from forming in the circuitry.
- *In freezing environments:* Fire and potable (drinking) water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

Public Safety Power Shutoff

- Rocketship Network staff receive public safety power shutoff alerts from local power authorities
- Network staff communicate and plan with Principals and BOMs to respond to the potential impact of these shutoffs and communicate with our communities

Shelter-in-Place

A Shelter-In-Place order means that a situation has occurred that requires students and staff to remain inside with limited exposure to outside air (turn off the air conditioning). An example of a Shelter-in-Place emergency would be a fire in a nearby factory that is releasing toxic fumes into the air.

1. The Principal or BOM will make an announcement to signal a shelter-in-place, such as “we have received information about a fire at a manufacturing plant nearby that is releasing toxic fumes. Students and staff should get inside. Teachers, close the windows to your classrooms. We will be turning off the air conditioning. Please stay inside and continue teaching with the windows shut. I will be sending out an email that you should all respond to once you have taken attendance.”
2. The Principal or BOM will contact local authorities for information.
3. The Business Operations Manager should turn off the HVAC system.
4. When the announcement has been given, teachers should lead all students indoors and into their classrooms and shut the doors and windows. It is a good idea to stuff a towel or sweatshirt under the door, if available. Once inside, teachers should take roll.
5. The Principal or BOM will send out an email to teachers asking teachers to confirm that they are OK and that all students are accounted for.
6. If safe to do so, the BOM should walk through the campus to make sure that all windows are shut and doors are closed.
7. Teachers should respond to the email confirming they are OK or alerting the Principal that students are missing. If students are missing, the Principal will decide if a search and rescue mission is safe.
8. If necessary, BOM should shut off the gas and power systems for the building.

9. The Principal or BOM should contact the authorities (local Fire department) to find out when it is safe to release students/end the Shelter-in-Place drill.

Car/ Bus Accident

In case of a car or bus accident on/near the school premises, the Bus Driver or First Responder to the Scene should take charge of emergency response actions.

1. Remain calm and call 911 immediately. Report any and all details, including if another vehicle was involved, the make/license plate number, and details about the driver.
2. Contact the school Principal. The Principal or designee should call the Director of Schools immediately and also contact the bus owner/contractor.
3. The driver or First Responder should care for the immediate needs of his passengers to the extent possible and also to the non-passengers involved in the accident, if possible.
4. The driver and First Responder(s) should wait for the emergency responder personnel (fire, ambulance, etc.) to arrive. Even if an ambulance is not needed, the First Responder should also and driver should wait on the premises while the driver(s) and principal report the accident
5. Afterward, preserve the accident to the extent possible – don't move things except in the service of helping victims.
6. The driver may not authorize any passenger to leave or be taken from the accident scene. If there are children on the bus, a staff member must supervise dismissal.

Threat to School

If a school is threatened over the phone (e.g. bomb threat, terrorism), the receiver of the call needs to keep cool and try to remember as much information as possible from the caller.

Person Receiving the Threat

The person who receives the threat has the best information for police to follow-up on.

- Try to keep the caller on the line – don't hang up!
- Get as much information as possible from the caller and write down what you're hearing:
    - Is the caller a male or a female? Adult or child?
    - What did the caller's voice sound like? High? Soft? Whispery? Deep? Raspy? Intoxicated?
    - Did the caller have an accent?
    - Did you hear anything in the background? Cars/street noise? Dog barking? Music? Voices?
    - What specifics did the caller give about the threat (e.g. a bomb will explode in the servery tomorrow at noon)?
- After the caller hangs up, report immediately to the Principal or nearest school leader.

- Call 911 and report these details.

Upon hearing of a threat to the school, the Principal:

- Make sure 911 is called immediately, and that the person receiving the threat has either called or is available to provide first-hand information to the 911 receiver.
- Assumes command of the emergency until replaced by the fire department/Sheriff's Department**.**

Specific Situation: Bomb Threat

- BOM or designee leads an evacuation of the building. "Your attention please. Your attention please. Evacuate the building – Evacuate the building."
- The principal and BOM should conduct a sweep of the school grounds after the evacuation to make sure everyone is out.
- Teachers should: visually scan their room – is there anything out of place? Any students missing?
- Count students quickly before leaving and grab the safety clipboard.
- Leave doors unlocked and turn off lights when leaving.

Specific Situation: Shooting Threat

- The BOM shall implement a hard lockdown order until police arrive.
- School Leaders should check all restrooms and the perimeter of the building and lock the gate to keep the area secure.
- Contact the Director of Schools and Regional Director of Operations to initiate a crisis response plan.
- If school buildings are deemed unsafe, School Leaders should arrange for transportation to another site.
- With the Office Manager, the Principal and BOM will contact parents so that they know where to go for an emergency pickup and so that they are not rushing to a dangerous site (i.e. by using OneCall)

Explosion

This section addresses four possible scenarios involving an **Explosion/Risk of Explosion.** (Note: this plan addresses the emergency response to a terrorist attack resulting in an explosion).

<u>Scenario 1: Explosion on School Property</u>

1. In the event of an explosion, everyone should initiate DUCK AND COVER. Teachers should instruct students to DUCK and COVER.
2. The Principal or BOM will call "911."

3. The Principal/BOM will consider the possibility of another imminent explosion and initiate emergency response actions based on their assessment of the situation. These emergency response actions could include SHELTER-IN-PLACE (low threat of another explosion), EVACUATE BUILDING or OFF-SITE EVACUATION.
    a. In the event of an evacuation, the Principal will direct the Office Manager or designees to make an announcement of the evacuation and give instructions to teachers and other staff, including which assembly site to use.
    b. The Office Manager will take the Emergency Cards, Sign in/Sign Out Sheets, and the First Aid Kit with him/her to the assembly point. The Office Manager must make sure all Physically-Challenged Students and staff are assisted out of the buildings.
    c. In the event of an evacuation, Teachers should follow standard evacuation procedures. They should grab their safety clipboard and attendance roster, count their students before leaving, shut the door, and lead their students in an orderly fashion on the established route to the assembly site.
4. At the assembly site, teachers will take attendance to account for students. Teachers will notify the Site Communications Team (Principal, APs, or BOM) of missing students.
5. If students or staff are injured, the Office Manager will direct the First Aid Team to set up a station and tend to the injured.
6. The BOM will notify the appropriate utility company of damages to water lines, sewers, power lines and other utilities.
7. The Principal/BOM will notify the Director of Schools to initiate a Crisis Response Plan (See also: Crisis Response Plan).
8. Members of the Traffic and Security Team, under direction of the BOM, will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
9. The Student Release/Communications Team will notify parents of emergency release plans and procedures (e.g. using OneCall).
10. An area affected by an explosion will not be reopened until an appropriate agency provides clearance and the **Principal/designee** gives authorization to do so and a qualified fire suppression and hazmat team has inspected the building.

Scenario 2: Risk of Explosion on School Property

1. The Principal and BOM will initiate the appropriate emergency response based on available information. This may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. In the event of an evacuation, the BOM will make an announcement of the evacuation and give instructions to teachers and other staff, including which assembly site to use.
3. The Office Manager will take the Emergency Cards, Sign-in/Out sheets, and First Aid Kit with him/her to the assembly point.

4. In the event of an evacuation, Teachers should follow standard evacuation procedures. They should grab their safety clipboard and attendance roster, count their students (if safe to do so) before leaving, and proceed to the assembly site.
5. At the assembly site, teachers will take attendance to account for students. Teachers will notify the Site Communications Team (Principal, APs, or BOM) of missing students.
6. The Principal or other school leader will call "911."
7. The BOM will notify the appropriate utility company of damages to water lines, sewers, power lines and other utilities.
8. The Principal/designee will notify the Head of the Region and initiate a crisis response (see also: Crisis Response Plan).
9. All affected areas will not be reopened until the appropriate agency provides clearance and the Principal/designee issues authorization to do so.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

1. The Principal or BOM will initiate a SHELTER-IN-PLACE emergency response.
2. The Principal or BOM will notify "911."
3. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the Principal/designee issues further instructions.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

1. The **Principal or BOM** will initiate the SHELTER-IN-PLACE emergency response. The Office Manager or designee will communicate this order to teachers, and teachers will make sure students follow this order
    a. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
    b. The **Principal/designee** will notify "911."
2. After the initial blast, the **Site Communications Team** (Principal, APs, BOM) should lead an effort to remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
3. Under direction of the BOM, the Utilities and Hazards Team will turn off the school's main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
4. The Principal or designee will monitor radio or television announcements and initiate further actions as appropriate.
5. At the Principal/designee's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
6. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance.

Radiation Threat

A radiation threat, often called a "dirty bomb," is the use of common explosives to spread radioactive materials over a targeted area.

- If you are OUTSIDE, cover your nose and mouth and quickly go inside a building that has not been damaged.
- If you are INSIDE, close windows and doors; turn off air conditioners, heaters or other ventilation systems. (Shelter-in-Place)
- Steps for self-decontamination:
- REMOVE YOUR CLOTHES and put them in a sealed plastic bag.
- WASH SKIN as thoroughly as possible with lukewarm wate

Chemical Spills & Hazardous Substances

When a large chemical spill has occurred:

1. Immediately notify the BOM and Principal
2. Contain the spill with available equipment (See “Location of Safety Equipment” list in the safety clipboard)
3. Secure the area & alert other site personnel
4. Do not attempt to clean the spill unless trained to do so
5. Attend to injured personnel & call the medical emergency number if required
6. Call a local spill cleanup company or the Fire Department to perform a large chemical spill cleanup (See the Emergency Contact list in your safety clipboard)
7. Evacuate building as necessary

When a small chemical spill has occurred:

1. Notify the designated official (Principal)
2. If toxic fumes are present, secure the area to prevent other personnel/students from entering
3. Small spills must be handled in a safe manner, while wearing the proper PPE
4. Review general spill cleanup procedures
5. The name/number to call for chemical spill cleanup is included in the Emergency Contact List in your safety clipboards.

Hazardous Substances:

Hazardous Substances include, but are not limited to, the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray

Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Brake Fluid
Airborne Gases/Fumes	

If you encounter a spill, hazardous substance or gas/fumes, always call for assistance (See the Emergency Contacts on your Safety Clipboard) and:

1. Extinguish all ignition sources
2. Shut off main emergency switch to fuel pump, if appropriate
3. Move appropriate fire extinguishing equipment to area
4. If possible, contain the spill to prevent further contamination
5. Move people/personnel away or evacuate from contamination area

Biological / Chemical Incident

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.
The following indicators may suggest the release of a biological or chemical substance: (1) Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

Scenario 1: Substance Released Inside a Room or Building

1. The Principal/designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The Principal/designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Principal/designee will notify the Regional Team of the situation.
4. The Principal/designee will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.

7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the Principal/designee and the emergency response personnel.
8. Any affected areas will not be reopened until the Santa Clara County HazMat or appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The Principal/designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Principal/designee will, if necessary, initiate the EVACUATE BUILDING action.
2. The Traffic and Security Team (under direction of the Business Operations Manager) will establish a safe perimeter around the affected area and keep personnel from entering the area.
3. The Principal/designee will call "911" and the local emergency management agency (see Emergency Contacts List in your safety clipboard) and will provide the exact location and nature of the emergency.
4. The Principal/designee will notify the Director of Schools of the situation to initiate a crisis response.
5. The Utilities/Hazards Team (under direction of the Business Operations Manager) will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid Team (led by the OM) should assess the need for medical attention.
7. The Site Communications Team (Principal, APs, BOM) should compile a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Site Communications Team will provide this list to emergency response personnel.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the Principal/designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the Principal/designee will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the Utilities/Hazards Team (under direction of the BOM) will turn off local fans in the area; close and lock doors and

windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the Principal/designee, using walkie-talkies or other means without leaving the building.
4. The Principal/designee will call "911", and the local emergency management warning agency.
5. The Principal/designee will notify the Director of Schools of the situation.
6. The Principal/designee will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance, or staff is otherwise notified by the Principal/designee.

Emergency Student Release

School Leaders will communicate with families via the one call/message system. Communication will happen when it has been deemed safe to do so by the school Principal. In the event that the nature of the emergency necessitates an early release of students, families will be notified by one call/message system of the instructions, locations and time for early release. Rocketship staff will follow regular dismissal procedures by only releasing students to families with a dismissal card or who have provided an ID that matches the emergency contact list. If students have been moved to a secondary evacuation site, a release station will be set up to check dismissal cards or IDs and release students to authorized individuals.

Emergency Drill Protocols

Fire Drill

1. The **Principal or designee** should sound the fire alarm or otherwise announce the beginning of the fire drill.
2. Teachers should grab their safety clipboards, quickly count students, and lead students outside to the assembly site. Teachers should SHUT THE DOOR when leaving.
3. School Leaders should sweep the hallways and ensure proper flow of foot traffic.
4. At the assembly site, teachers should take attendance.
5. The **Principal or designee** should time the drill. Evacuation of the building should be complete within 5 minutes of the alarm sounding.

6. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did everyone shut their door? Did they take their safety clipboards with them?
7. Remember to record the drill in the Rocketship Drill Log.

Lockdown Drill

1. Students, staff, and families should be prepared for the lockdown drill prior to the announcement. Teachers could discuss the lockdown drill with students as "learning what to do in case a burglar comes into the school."
2. The **Principal or designee (e.g. OM)** will make an announcement over the loudspeaker indicating that the lockdown drill has begun: "Staff and Students: This is the beginning of our lockdown drill. Teachers, please barricade your doors and count your students."
3. **Teachers** should follow the lockdown procedure: Bring all students into the classroom, lock the classroom door (as possible), barricade the door, turn off the lights, build interior barricades, and keep students calm and quiet in the safety triangle, a safety triangle is a location in the room where you can not be seen through the window in the door (sheltering behind interior barricades until the drill is over). Teachers should also take roll, using the roster from their safety clapboard.
4. The **Principal** and other administrators (e.g. AP, Deans) should come door to door to check on classrooms and ensure all teachers have followed the proper procedure.
5. After the drill has been completed, the **Principal or designee** should give the "All Clear" notice over the loudspeaker.
6. The Principal and staff should debrief after the drill has been conducted. Teachers and students may also want to discuss the drill after it is done.

California Only Restrictions on Lockdown Drills

1. Lockdown drills held by Rocketship in California will not be 'high-intensity" drills, meaning they will not simulate an actual active shooter scenario, by involving actors, simulating injuries or injured persons, requiring students to act out resistance, using real weapons, gunfire blanks, or explosions.
2. The design and execution of the drill will be trauma-informed, meaning it will feature age-appropriate content and terminology developed with school personnel and mental health professionals.
3. Lockdown drills shall be preceded by notice to parents and guardians of pupils, teachers, administrators, and other personnel subject to the drills to alert them to the drill's occurrence and expected length of time. Parent and guardians must have an opportunity to opt their child out.
4. Drills will be preceded by an announcement before the drill and an announcement at the conclusion of the drill. Parents shall be notified when the drill is complete.

5. Rocketship shall provide contact information for community-based resources to those negatively impacted by the drills.

Shelter-in-Place Drill

To run a shelter in place drill, staff should do the following:

1. The **Principal** should make an announcement for a Shelter-in-Place drill and clarify what staff and students are expected to do: “We are beginning our Shelter-in-Place drill. Teachers, shut and lock your classroom door and have your class gather in a part of the classroom away from the windows and doors. Lower the blinds in your classroom to cover the windows, if possible.”
2. **Teachers** should lock the door (if they can) and direct students to remain indoors in the safest part of the classroom (away from windows and doors). Windows should be shut and covered.
3. The **Business Operations Manager** should confirm that he/she understands how to turn off the gas, power, and HVAC systems.
4. The Principal should time 5 minutes total from the start of the drill to the end of the drill and should then announce that the “Shelter-in-Place” drill is over.
5. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember what to do? Was it scary?
6. Remember to record the drill in the Rocketship Drill Log.

Earthquake Drills

1. The **Principal or designee** (e.g. Office Manager) will make an announcement over the loudspeaker to indicate the start of the drill.
2. Teachers should instruct their students to **DUCK, COVER, and HOLD**.
3. Students and staff members should duck or drop to the floor, take cover under a sturdy desk or table (keeping their backs to the windows), cover their heads with their hands, and hold onto the furniture for stability.
4. The Principal should wait for four minutes and then announce: “The Earthquake is over.”
5. If desired, classes can also practice evacuating after an earthquake. The Principal (or designee) should announce: “We are now evacuating to our primary assembly site.”
6. Staff and students can get out of the ducking position and prepare to evacuate:
7. Teachers should grab their safety clipboards, make sure their walkie-talkies are on, and count their students before leaving the room.
8. When leaving the room, the door should be left OPEN.

9. Students and staff should proceed to the assembly site using their predetermined evacuation route. At the assembly site, teachers should take attendance.
10. The Principal (or designee) should conduct a walkthrough of the building to make sure that all students and staff have evacuated and that doors have been left open.
11. At the assembly site, the Principal (or designee) should make sure that teachers have taken attendance.
12. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did everyone leave their door open? Did they take their safety clipboards with them?
13. Remember to record the drill in the Rocketship Drill Log.

Severe Weather/Tornado Drill

1. The **Principal** or designee should announce the beginning of the drill over the intercom.
2. **Teachers** should quickly count their students, grab the safety clipboard, and lead students in an orderly fashion to the designated indoor safe site. Students should then be directed to assume a ducking position, facing the interior wall, and cover their heads with their hands. The teacher should take attendance if the count of students doesn't match the number in their students.
3. The **Principal or designee** should conduct a hall sweep to make sure all students and staff have followed directions to evacuate.
4. Once all students are assembled, the **Principal** or designee should wait for three minutes and then announce that the drill is over.
5. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did they take their safety clipboards with them?
6. Remember to record the drill in the Rocketship Drill Log.

Administering Medications to Students

Parents/guardians need to notify the school (Office Manager and Principal) when their child is diagnosed with a chronic or acute medical condition. Parents and guardians should understand what school staff can and cannot do to help manage their child's condition. Please ask your school for the Rocketship Student/Staff Medication Policy.

With the Principal and Business Operations Manager, the Office Manager will manage the process for identifying students with medical conditions, documenting this condition and any

medications that need to be administered, and administering the medication. More information can be found in the Administering Medications to Students Policy, located in the appendix.

Medical Emergency Reporting Procedures

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial **911**.

1. Medical emergencies involving students or employees must be reported to the School Principal or his/her designee.
2. Dial 911 or direct someone to do so, provide the following information:
    a. School name and phone number
    b. Building address including nearest cross street(s)
    c. Exact location within the building
    d. Your name and phone number
    e. Nature of the emergency
3. Do not hang up until advised to do so by dispatcher
4. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
5. Ask someone to dispatch a first aid/CPR trained employee to the victim.
6. If the victim is showing signs of cardiac arrest and is on a school site with an automatic external defibrillator (AED), procedures for retrieval and operation of the AED shall be followed and volunteers trained in the use of an AED shall be brought to the victim as soon as possible.
7. Stay calm. Keep the victim warm with a coat or blanket. Do not leave a person unattended.
8. Do not move the victim unless there is danger of further injury.
9. Do not give the victim anything to eat or drink.
10. Draft a written incident report and submit it to the School Principal, or his/her designee, before the end of the next workday. **Whenever 911 is called, you must submit and file an approved incident report (i.e. with Principal signature) within 24 hrs. of the incident**.

First Aid, CPR, and Health Screening

Rocketship recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, Rocketship has taken the following steps to support student safety.

First Aid Kits
Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

CPR
All Principals are to be certified in adult and pediatric CPR and First Aid and recertified prior to expiration of certificates. School leaders (including Business Operations Managers and Office Managers) should be certified in CPR. These records will be kept at the school site.

Opportunities for adult and pediatric CPR and First Aid training will be offered to all teachers and teachers will be strongly encouraged to become certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. School sites may also offer training to all support staff and volunteers.

Rocketship expects parents/guardians to provide emergency contact information to the school and keep such information current in case of an incident at the school.

Schools shall be stocked with multiple First Aid Kits containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

As possible/safe, students will be referred to the **Office Manager** or in some regions, the **Nurse**, for minor accidents and incidents.

Minor Accidents
For minor accidents, use the First Aid Kit located in the Front Office or the classroom.

Major Incidents
- Office Managers are trained in First Aid and can provide assistance until emergency personnel arrive
- School leaders are trained in CPR

If personnel trained in First Aid are not available, at a minimum, attempt to provide the following assistance:

- Stop wounds from bleeding with firm pressure on the wound (avoid contact with blood or other bodily fluids)
- In case of choking, clear the air passages using the Heimlich Maneuver

In case of rendering assistance to personnel exposed to hazardous materials, wear the appropriate personal protective equipment. Attempt First Aid ONLY if trained & qualified

Poisoning

If a student ingested a poisonous substance:

1. Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures based on their instructions.
2. Call 911.
3. Notify the Principal.
4. Call the child's parents.

Illness

1. If a child complains of illness, question him/her to determine severity.
2. For minor illness, the teacher should have the child rest head on desk for 10 to 15 minutes. If he/she still complains, send him/her with a note to the Office Manager (or call the office for escort).
3. If a student is too ill to walk to the office, call the Office Manager for immediate help and explain the severity of the situation. If the child feels sick after fifteen minutes, the child may be sent home.

Convulsions

If a child has convulsions:

1. Keep calm. Attempt to ease him/her to the floor so he/she will not fall and injure him/herself
2. Turn his/her head to one side so his/her tongue will not block his/her airway
3. Do not attempt to insert anything in his/her mouth
4. Send someone to the office or call the office for assistance

Chemical Burns

1. Chemical burns, especially those of the skin or eyes, should be flushed with large quantities of water at the nearest source.
2. After flushing the burn, the child can be escorted to the Front Office.
3. If a burn is severe, call 911.

Insect Bites

1. Remove stinger if possible.
2. Apply cold, wet towel
3. Call 911 if systemic symptoms occur (labored breathing, swelling of the entire body, etc.).

Playground Accidents

1. Render first aid on playground if necessary

2. If child is mobile, take to the Office Manager
3. If the child is immobile, call 911.

Bio-Waste:

1. When a student has an accident or vomits, clean carpets within the first few minutes— the more untreated exposure the carpet has to the bio-waste, the more likely that there will be a permanent and deep stain. Disposable gloves are available in the Front Office; Office Managers should also stock carpet/floor cleaner.
2. A bio bag, if necessary, should be disposed of in one of the larger cafeteria garbage bins at the earliest possible moment (may send a student if necessary).
3. Place your bio waste placard on the site of the incident before leaving for the day. This will indicate to the custodial crew the need for a more thorough carpet cleaning treatment on that

Tooth

If a Tooth is displaced by traumatic injury:

1. Wrap the tooth in moist gauze.
2. Send the tooth with the injured child to the office.
3. The Office Manager should call parents immediately.

Rescue Breathing

1. Tap and shout
2. Open airway
3. Look, listen, and feel for breathing.
4. Give 2 full breaths.
5. Check circulation
6. Rescue breathing count: (1) ADULT: 1 breath every 5 seconds; (2) CHILD: 1 breath every 3 seconds, (3) INFANT: 1 breath every 3 seconds

Nose Bleed

1. Have the child sit down and lean forward.
2. Stop bleeding with a cloth

Wounds

1. Wash the wound and apply bandage and ice, if desired.
2. If the wound is severe:
3. Have victim sit or lie down
4. Apply direct pressure to the wound
5. Treat for shock (keep them calm)
6. Do NOT move the victim unless absolutely necessary
7. Call 911

Choking

If the child is unable to breath, cough, speak, then:

1. Give thrusts (below rib cage)
2. Repeat until clear
3. Do not leave a child who is choking or having breathing problems alone

Electric Shock

If a child has suffered an electric shock, do NOT touch them. Call 911.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If a student needs resuscitation, staff shall make every effort to resuscitate him/her.

Staff members are prohibited from accepting or following parental or medical "do not resuscitate" orders.

School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall inform parents/guardians of this policy.

Severe Allergic Reactions (Anaphylaxis)

Anaphylaxis is a severe and sudden allergic reaction. It occurs when a person is exposed to an allergen to which they are sensitive. The most common allergens or trigger substances that may cause anaphylaxis in school-aged children are: Peanuts, tree nuts, fish, shellfish, egg, cow's milk, sesame, soy, insect stings, latex, and certain medications.

Anaphylaxis is potentially life threatening and always requires an emergency response.
It is therefore critical that school staff, parents and caregivers are confident about the management and treatment of students who have been diagnosed by a medical practitioner as being anaphylactic or potentially anaphylactic.

Anaphylaxis can be treated with and Epi-Pen or other adrenaline auto injector. Only trained school staff, nurses or emergency personnel should administer and Epi-Pen or other adrenaline auto injector. Schools will conduct annual Epi-Pen training for a subset of staff.

Symptoms and Signs:

The symptoms and signs of anaphylaxis, usually but not always, occur within the first 20 minutes after exposure but in some cases can be delayed up to 2 hours or more. Rapid onset and

development of potentially life-threatening clinical effects are characteristic markers of anaphylaxis.

Symptoms and signs of anaphylaxis (a severe allergic reaction) may include one or more of the following:

- Difficulty and/or noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Dizzy/light-headed
- Loss of consciousness and/or collapse
- Pale and floppy (young child)

Symptoms and signs of a mild to moderate allergic reaction may include one or more of the following:

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain

Students with Severe Allergies:

If a student is known to have a severe allergy, the student's parent/guardian should inform the Office Manager and submit a Medication Authorization Form signed by the child's physician for any over-the-counter or prescription medication the child needs (see also "Administering Medication to Student"). The physician should attach detailed instructions to this form; a copy of these instructions + form should be included in the plastic baggie with the student medication and the original should be kept in the Safety Binder.

Students with Physician Plan - Emergency Treatment for Anaphylaxis

1. Follow emergency response procedures as outlined in the instructions from the physician (found in the baggie, along with the student's medication, in the Front Office).
2. If the instructions indicate the use of an adrenaline auto injector (EpiPen), trained staff (e.g. Office Manager) should administer the EpiPen **(See Following Page for Detailed Instructions)**
3. Seek urgent medical assistance – call 911 and tell the dispatcher that the medical condition is anaphylaxis or a severe allergy.
4. If unconscious and no pulse is evident, commence Cardio Pulmonary Resuscitation (CPR) and continue until an ambulance arrives. (School leaders are trained in CPR, including OMs and BOMs)

5. Maintain close observation for possible relapse while waiting for ambulance or medical assistance.
6. Maintain airway, breathing and circulation at all times
7. Contact parents/caregivers.

Students WITHOUT a Physician Plan – Emergency Response to Anaphylaxis

Severe allergic reactions or anaphylaxis can occur rarely when there is no history of known allergies. This situation should be treated as an emergency. Under these circumstances there will be no Action Plan. Recognition of the symptoms and/or signs as being anaphylactic may also be a problem. The following steps should be followed:

1. Seek urgent medical assistance – call 911. (If suspected, tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
2. Lay the person flat and elevate the legs if the person is dizzy or seems confused or has a reduced level of consciousness, unless this makes it more difficult for the person to breathe
3. Follow standard resuscitation measures if there is no pulse, no breathing or loss of consciousness – if oxygen is available give it at a high flow rate.

Using an Epinephrine Auto-Injector (EpiPen)

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat it as anaphylaxis.
2. If anaphylaxis symptoms occur, call 911. Stay with the victim. Have others notify the parents and Principal/designee immediately.
3. Have the victim sit down. Reassure the victim and avoid moving him or her.
4. Prepare to administer EpiPen.
    a. For students in second grade or below, or if less than 66 lbs, use White label EpiPen Jr (0.15 mg)
    b. For adults and students in third grade or above, or if more than 66 lbs, use Yellow label EpiPen (0.3 mg)
    c. The EpiPen acts immediately; however the effects last only 10 -15 minutes. *Make sure someone has called 911 for continued care.*
5. EpiPen Administration Procedure- **only by trained staff.**
    a. Grasp the EpiPen and form a fist around the unit. With the other hand, pull off the GRAY Safety Cap.
    b. Hold the black tip near the outer thigh. Never put your thumb, fingers, or hand over the black tip. (If an accidental injection occurs, go immediately to the nearest hospital emergency room.)

c. Swing and jab the black tip firmly into the OUTER BARE THIGH so that the auto-injector is perpendicular (at a 90° angle) to the thigh. You will hear a click. (The EpiPen can be injected through the victim's clothing, if necessary.)
d. Hold the EpiPen firmly in place for 10 seconds, and then remove it from the thigh. (After the injection, the victim may feel his or her heart pounding. This is a normal reaction.)
e. Remove the EpiPen and massage the injection area for several seconds.
f. Check the black tip:
    i. If the needle is exposed, the dose has been delivered
    ii. If the needle is not exposed, repeat steps b through e
g. Dispose of the EpiPen in a "sharps" container or give the expanded EpiPen to the paramedics.
h. Call 911, if not previously called.

6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the EpiPen. Remove stinger quickly by scraping with a fingernail, plastic card or piece of cardboard. Apply an ice pack to sting area. Do NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the victim.
7. Observe the victim for signs of shock. Cover the victim with a blanket, as necessary, to maintain body temperature and help to prevent shock.
8. Monitor the victim's airway and breathing. Begin CPR immediately if the victim stops breathing.
9. Take the victim's vital signs (if trained to do so) and record them. Duplicate the emergency card for the paramedics. When paramedics arrive tell them the time EpiPen was administered and the dose administered. If EpiPen has not been disposed of in a sharps container, give the expanded EpiPen to the paramedics.
10. **If symptoms continue and paramedics do not arrive, use a new EpiPen and re-inject 15 to 20 minutes after initial injection.** Continue to monitor the victim's airway and breathing.
11. Follow-up medical care should be obtained at the emergency room or from the victim's physician. A second delayed reaction may occur up to 6 hours after the initial anaphylaxis.
12. Document the incident and complete the accident/incident report. Include in the documentation the date and time EpiPen was administered, the victim's response, and additional pertinent information.

DO NOT HESITATE to administer Epipen and to call 911, even if the parents cannot be reached.

- Call 911 immediately. 911 must be called if Epipen is administered.
- Advise 911 dispatch that the student is having a severe allergic reaction and Epipen is being administered.
- Students should remain quiet with a staff member at the location where the symptoms began until EMS arrives.
- Provide a copy of the Severe Allergy Plan to EMS upon arrival.
- Notify the administrator and parent/guardian.

Please also see Rocketship Education Medication Administration Policies in the Appendix.

Asthma Attack

Asthma is a chronic inflammatory disease that causes the airways of the lungs to tighten, leading to wheezing, breathlessness, chest constriction, and coughing. Schools can be full of environmental triggers for student asthma. Students with uncontrolled asthma may miss school more often and have poorer academic performance than healthy students; supporting a strong asthma management program is crucial to ensuring a child's asthma is controlled and that student is ready to learn.

Students with Asthma:

If a student is known to have asthma, the student's parent/guardian should inform the Office Manager and submit a Medication Authorization Form signed by the child's physician and Medication Administration Record for any over-the-counter or prescription medication the child needs (see also "Administering Medication to Student"). The physician should attach detailed instructions to this form; a copy of these instructions + form should be included in the plastic baggie with the student medication and the original should be kept in the Nurse's Binder.

Emergency Response Procedures for Severe Asthma Episode

NEVER leave a student with breathing problems alone, whether or not asthma has been diagnosed. Stay with the student and do not send the student with breathing problems anywhere.

Signs/Symptoms of an Asthma Attack:

1. Very fast or hard breathing.
2. Skin sucking in over the child's stomach or ribs with breathing.
3. Breathing so hard they cannot walk or speak.
4. Lips or fingernail beds turn blue.

Emergency Response:

1. Stay with the student, call for help, and have someone call 9-1-1.
2. Keep the student sitting upright.
3. Ask the student if their quick-relief medication (Albuterol) is with them, or have quick-relief medication brought to student from the Front Office (by Office Manager) and assist in immediate administration (inhaler or nebulizer), in accordance with their Asthma Action Plan.
4. Repeat quick-relief medication every 20 min or as authorized in the student's Asthma Action Plan.
5. Watch breathing and be prepared to administer CPR until paramedics arrive.
6. Have someone notify the student's parents/caregivers.

Communicable and Contagious Disease/Illness

Schools, like other workplaces, can spread communicable diseases. When faced with an outbreak of a communicable or contagious disease, the Principal of a Rocketship school will consult closely with the State Department of Health for accurate medical/outbreak management advice.

When appropriate, if stakeholders are sick with any communicable and contagious diseases, it is recommended they wear a mask.

The following are among the most common communicable diseases in school/childcare settings:

- **Chickenpox:** Chickenpox is a highly contagious disease caused by the varicella virus, a member of the herpes virus family. It is the most commonly reported childhood disease; about 75% of the population has had chickenpox by age 15 and 90% by young adulthood. Chickenpox is most common in winter and early spring. Symptoms of chickenpox commonly appear 13-17 days after infection and include the sudden onset of a low grade fever and tiredness/weakness. This is followed by an itchy blister-like rash.
- **Common Cold:** The common cold (also called viral rhinitis) is a viral infection, characterized by nasal congestion, a clear, runny nose, sneezing, scratchy throat and general malaise.
- **COVID-19:** COVID-19 is an infectious disease caused by a newly discovered coronavirus. Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. (Additional information about COVID-19 policies can be found in the Policy Appendix.)
- **Fifth Disease:** Fifth disease, a mild, usually non febrile rash illness is caused by a human parvovirus (B19). While considered a mild disease Fifth disease is of concern for persons with the following conditions: pregnant, immunocompromised, undergoing chemotherapy

treatment and sickle cell. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak of Fifth disease.*

- **Hepatitis B:** Hepatitis B (formerly known as serum hepatitis) is an infection of the liver caused by a blood borne virus. The disease is fairly common. Hepatitis B causes fatigue, poor appetite, fever, nausea, vomiting, diarrhea, joint pain, hives, and rash. Urine may appear dark in color and jaundice (yellowing of the skin) may result. Symptoms appear 3-6 months after exposure.
- **Influenza (Flu):** Influenza is a viral infection of the nose, throat, bronchial tubes and lungs. There are two main types of virus: influenza A and influenza B. Each type includes many different strains, which tend to change each year.
- **Measles:** Measles is a highly contagious viral disease that causes fever and a rash. Measles is more common in winter and spring. Epidemics of measles can occur. Measles can cause a very high fever, cough, runny nose, and red watery eyes. Roughly 2-4 days after initial symptoms, a rash of red spots develops on the face and spreads over the body. Little white spots (Koplik spots) may appear on the gums and inside the cheeks. A person is contagious 4 days before to 4 days after the appearance of the measles rash. Infection with measles provides lifelong immunity.
- **Meningitis (Bacterial):** Meningitis (bacterial) is a severe bacterial infection of the meninges (a thin lining covering the brain and spinal cord) caused by the bacteria called Neisseria meningitidis. Meningococcemia is the term for infections involving the bloodstream. Most people exposed to meningococcus bacteria do not become seriously ill, but some develop fever, headache, vomiting, stiff neck, and rash. This disease can be fatal. Symptoms may occur 2-10 days after exposure. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*
- **Meningitis (Viral):** Viral meningitis is a viral infection of the lining (meninges) covering the brain and spinal cord. There are many types of viruses that can cause this disease. Some kinds of viral meningitis and others are not. Symptoms include fever, headache, stiff neck, and fatigue. Rash, sore throat, and intestinal symptoms may also occur. *St*aff *with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*
- **(MRSA) Methicillin-Resistant Staphylococcus Aureus:** MRSA stands for methicillin-resistant Staphylococcus aureus, but is shorthand for any strain of Staphylococcus bacteria which is resistant to one or more conventional antibiotics. Symptoms depend on the part of the body affected but often include redness, swelling, and tenderness at the site of the infection.

- **Mumps:** Mumps is a viral illness that causes fever and swelling of one or more glands near the jaw. Mumps is more common during winter and spring. Symptoms of mumps include fever, body aches, headaches, and the swelling of one or more of the salivary glands. The parotid gland (just below the ear) is often most affected. Complications can include pain/swelling of the testicles, deafness, arthritis, and problems of the brain and nervous system. People with mumps are contagious from 3 days before to 4 days after symptoms appear. Symptoms usually occur 16-18 days after infection.
- **Tuberculosis:** TB is spread when a person who has active, untreated TB germs in their lungs or throat coughs, sneezes, laughs, or speaks, spreading their germs into the air. A person who breathes in TB germs usually has had very close, day-to-day contact with someone who has active TB disease.
- **Whooping Cough (Pertussis):** Pertussis, also known as whooping cough, is a highly contagious bacterial illness that causes a cough lasting several weeks. Early symptoms of pertussis include a runny nose, sneezing, fever, and cough. About 1-2 weeks later, the cough worsens and patients develop bursts or rapid coughing followed by a "whoop." A person is contagious from 7 days after exposure to 3 weeks after the appearance of the coughing fits. (Adapted from: http://www.uft.org/our-rights/meningitis-viral)

Principles for Dealing with an Outbreak or Incident of Communicable/Contagious Disease on School Grounds

School staff and parents should notify the Principal ASAP of any confirmed cases of common contagious diseases (ex. influenza, pertussis, mumps, measles, chickenpox) or a single incident or a severe contagious disease (ex. TB, meningitis)

In case of an outbreak **(3 or more confirmed cases)** of a common contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (see also: Crisis Response Plan).

In case of an incident of a severe contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (See Crisis Response Plan).

Guidelines for Dealing with an Outbreak of a Communicable Disease:

1. The Principal reports the incident to the Director of Schools.
2. The Director of Schools and Principal report to the State Department of Health to seek guidance on managing the outbreak and to create public communications materials for families with up-to-date medical information
3. If requested, the Principal may share student vaccination information with the State Department of Health (in student cum. files)
4. The Principal will notify families of exposure to this disease by sending home a letter with information on next steps (For example, if a student at a schools is found to have TB, TB tests may be provided at the school site free of charge)

5. The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)
6. The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)
7. The Principal may also, per Department of Health guidance, exclude infants, *immunocompromised persons (including pregnant women) and non-compliant (unvaccinated) children* or those with *religious exemptions* to vaccination

Head Lice Policy

If a student is suspected of having head lice (i.e., constant itching or tickling feeling in the hair), the school nurse or other trained school employee may examine the hair of the suspected student for lice or nits (lice eggs). In certain circumstances, the employee may also examine other members of that student's household. If a student is positive for live head lice, the student is to be sent home at the end of the school day with information to the parents regarding treatment and control measures. Students with head lice do not need to be sent home early, they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Any absences related to head lice will be documented and counted as an excused absence in accordance with Rocketship's Attendance and Truancy Policy.

Exposure Notice

If there are two or more students affected in any class, Rocketship will send home an exposure notice with information about head lice to all parents/guardians in that class. Rocketship will maintain the privacy of students identified as having head lice and excluded from attendance.

Returning to School

Rocketship will provide parents/guardians of affected students with instructions on how to conduct post-treatment examinations on their children. Parents/guardians may send their child back to school when they believe that the child's hair is no longer infested with head lice. Parents should not withhold the child from school for any days longer than necessary; typically, no more than three days. Any absences longer than three days require a doctor's note. If the family is unable to obtain a doctor's note, the family should arrange to have a meeting with the school to discuss the length of absence. The school has the discretion to excuse additional days if school staff determine this is necessary. The school nurse or other trained staff members may reexamine the student's hair upon return. If the student shows no trace of live head lice, the student may return to school.

Bloodborne Pathogens Safety Procedures

Rocketship Policy on Bloodborne Pathogens Safety (All Regions)

The blood borne pathogens safety procedure has been developed by Rocketship Education to promote safe work practices for employees in an effort to reduce occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other blood borne pathogens.

The following are several principles that should be followed by Rocketship employees when working with, or if exposed to, bloodborne pathogens:

- Being prudent and wise in their work to minimize exposure to bloodborne pathogens
- Never underestimate the risk of exposure to bloodborne pathogens
- Rocketship shall work to institute as many engineering and work practice controls as necessary to minimize or eliminate employee exposure to bloodborne pathogens.

To keep this policy current, it will be reviewed and updated as follows:

- At least annually
- Whenever new or modified work tasks or procedures are implemented which may affect occupational exposure to employees.
- Whenever an employee is exposed to a blood borne pathogen.

Methods of Compliance

To effectively eliminate or minimize exposure to bloodborne pathogens, Rocketship has implemented the following methods of compliance.

- Universal Precautions: Rocketship observes the practice of “Universal Precautions” to prevent contact with blood and other potentially infectious materials. As a result, Rocketship employees treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV and other blood borne pathogens.
- Engineering Controls: When necessary, Rocketship shall use available engineering controls to eliminate or minimize employee exposure to bloodborne pathogens including
- Hand washing facilities (or antiseptic hand cleansers and towels or antiseptic towelettes), which are readily accessible to employees who have potential for exposure.
- Containers for contaminated sharps have the following characteristics:
    - Puncture-resistant
    - Color coded or labeled with a biohazard warning label
    - Leak-proof on the sides and bottom
    - Specimen and Secondary Containers which are:
        - Red in color
        - Puncture-resistant, when necessary
        - Color coded or labeled with a biohazard warning label

        - Leak-proof on the sides and bottom
- Workplace Controls: Work practice controls are those that have been implemented to prevent the spread of infectious diseases. Universal precautions include hand washing, gloving (and other personal protective equipment - *PPE*), clean-up and housekeeping techniques
- Hand washing: Employees must always wash their hands before eating, before handling clean equipment and utensils, before and after assisting with feeding, after toileting, or assisting in toileting, after contact with any bodily secretions or fluids, after removing disposable gloves and after completing custodial tasks.
- Gloving (and other personal protective equipment - PPE): Gloves and other PPE should be worn at a minimum under the following conditions:
    - At all times when contact is anticipated with blood or other bodily fluids.
    - When the wearer has an open sore or cut and handling bodily fluids or blood.
    - When rendering first-aid.
    - When cleaning up a spill of blood, bodily fluids, vomit, urine, fecal material or saliva
- Clean-Up of Spills: The following safe practices should be followed when cleaning up spills:
    - Always wear gloves and other PPE as necessary to prevent exposure
    - Use towels or other absorbents in conjunction with soap and water.
    - Use approved disinfectants as necessary.
    - Discard absorbents and other materials in appropriate plastic bag labeled for such items
    - Remove gloves after completing the clean-up procedure and discard them into the same plastic bag as other contaminated items.
- Housekeeping: The following housekeeping practices should be followed to aid in the elimination of potential exposure hazards.
    - Always decontaminate any contaminated surfaces immediately with the appropriate disinfectant.
    - If equipment or PPE become contaminated, immediately remove and replace them
    - Inspect and decontaminate bins, pails or other similar receptacles which may become contaminated
    - Make sure broken glassware, which may be contaminated, is cleaned up using such items as a dust pan, tong, etc. Do not pick up broken glassware directly with your hands.
    - Discard regulated waste in a manner consistent with law.
    - Discard sharps immediately in containers provided for such.
    - Always close containers. If a container is leaking, place one container in a second container. Containers for regulated waste other than sharps are red in color and labeled biohazard.

- The CEO or his/her designee is responsible for organizing the collection and handling of the school's contaminated waste with a HazMat Collection Organization. Written records of regulated waste disposal off site shall be kept by the school.

Information and Training

Employees shall be retrained annually to keep their knowledge of this area current. New employees or those who may be assigned a new task will receive this training as necessary. The CEO or his/her designee is responsible for ensuring that employees who have a potential for exposure to bloodborne pathogens receive this training. Records of the training shall be maintained by the CEO or his/her designee and include names and job titles of attendees, date of training, contents of training provided, and the names and qualifications of instructor(s). The training program shall cover at a minimum:

- Blood borne Pathogens Standard
- The location of this policy and that it is available for review.
- Appropriate methods for recognizing tasks and activities that may involve exposure to blood and other potentially infectious materials.
- Review of limitations and methods that will prevent or reduce exposure including: engineering controls, workplace practices, PPE.
- Visual warnings of biohazards including signs, labels, and color coded containers
- Information on Hepatitis B Vaccinations including efficacy, safety, method of administration, benefits of the vaccination and the District free vaccination program.
- Actions to take and persons to contact in an emergency involving blood or other potentially infectious materials. Including follow up reporting if an exposure incident occurs and post exposure evaluation including medical consultation to be provided.

Labels and Signs

The biohazard labeling system is used. These labels, which are red in color, are used in conjunction with the approved red color-coded containers to warn employees of possible exposures. The following items at the school are labeled: Containers of regulated waste, disposal containers, other containers used to store contaminated material.

Hepatitis B Vaccinations, Post Exposure and Follow up

The Principal, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with ROPS' "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.
The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Employees not identified as having occupational exposure in ROPS' exposure determination may petition to be included in ROPS' employee in-service training and hepatitis B vaccination program. Such a petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Vaccination Program

The vaccination program has been implemented for those employees who may be exposed to bloodborne pathogens during their routine work tasks. There is no cost to employees for the vaccinations. The vaccination program consists of a series of three inoculations over a six month period.

Vaccinations shall be performed under the supervision of a licensed physician or other health care professional. A list of Employees interested in taking part in the vaccination program shall be created and kept. A list of employees who decline to take part in the vaccination program shall be created and kept as well and will have signed a "vaccination declination form". The Principal or a designated employee shall notify interested employees of the time and date of the vaccination, at least 2 weeks prior to the vaccination date.

Post Exposure and Follow-Up

If an employee is accidentally exposed to bloodborne pathogens during the performance of their work, the following shall be immediately conducted:

- Employees shall receive medical consultation and if necessary, treatment.
- An investigation of the circumstance surrounding the exposure incident shall be conducted and a written report prepared within 24 hours of its occurrence. The investigation shall obtain as much information as possible including:
    - Date and time of exposure
    - Location of exposure
    - The type of potentially infectious materials (blood, urine, etc.)
    - Source of infectious materials
    - Circumstances of the exposure (type of work being conducted)

    - Cause of exposure if known (accident, equipment malfunction, etc.)
    - Was PPE being worn
    - Actions taken as a result of the exposure (clean up activities, notifications, medical attention sought, etc.)
- After the investigation, a written summary of the incident, its apparent causes and recommendations to avoid similar incidents in the future.
    - A post-exposure checklist shall be used.
    - Follow-up shall provide exposed employee with the following confidential info:
        - Documentation regarding the routes of exposures and circumstance
        - Identification, if possible, of the source individual (unless infeasible or prohibited by law).
        - If possible, source individual's blood shall be tested to determine if HBV or HIV infectivity. The information obtained here shall also be provided to the exposed employee and a discussion of the applicable laws and regulations concerning disclosure of the identity and infectious status of a source individual conducted. In addition, the exposed employee shall have blood collected and tested for HBV and HIV infectivity.
    - The process is to remain confidential.
    - The healthcare professional treating the employee shall be sent all necessary documents describing exposure, any relevant employee medical records and any other pertinent information.

Written Opinion: The healthcare professional shall provide Rocketship with a written opinion evaluating the exposed employee's situation as soon as possible. The written opinion shall contain only the following:

- Whether Hepatitis B Vaccinations are indicated for the employee.
- Whether the employee has received the Hepatitis B Vaccination
- Confirmation that the employee has been informed of the result of the evaluation
- Confirmation that the employee has been told about medical conditions resulting from the exposure incident which require further evaluation or treatment.

A copy of this opinion shall be forwarded to the employee. After completion of these procedures, the exposed employee shall meet with the qualified healthcare professional to discuss the employee's medical status. This includes the evaluation of any reported illnesses, as well as recommended treatment. Other findings and diagnoses will remain confidential and will not be included in the written report.

Medical records concerning employees are kept confidential and will not be disclosed to another party without the written consent of that employee (except as required by law).

Health Safety for Sport Programs

For schools that operate sports programs for students, it's important to take appropriate measures to reduce health risks for students who participate. Team coaches' primary responsibility is for their players' health and safety and should prioritize these when managing the team. It is recommended that all coaching staff have first aid training that covers common sport injuries and AED usage. In addition, the following guidelines are legal requirements in California and MUST be done for all California schools; they are also suggested for schools in other regions.

Training

All coaches (i.e., any adult who supports a sports team by directing players during practice and/or games) must complete concussion and head injury prevention and identification training before they begin coaching. They should then abide by the guidelines and principles shared in the training.

Rocketship will provide access to training that aligns with the Centers for Disease Control and Prevention (CDC) guidelines on concussion and head injury prevention and identification. For more information please reach out to the manager of Personalized Learning.

AED access

Each campus should have an AED available onsite for use if needed. The AED should be left in an accessible space and left in good working condition.

Anti-Bullying Procedures

Rocketship desires to provide a safe school environment that allows all students equal access and opportunities in our schools' academic and other educational programs, services, and activities. Rocketship prohibits, at any Rocketship school or activity, discrimination, harassment, intimidation, or bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. School personnel must take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation or bullying ("DHIB").

These processes, including consideration of cyberbullying, are elaborated on in Rocketship's Discrimination, Harassment, Intimidation, and Bullying Policies, which can be found in the appendix.

Rules and Procedures on School Discipline

Safety, order, and student discipline are fundamental to learning at Rocketship. Rocketship expects all students to behave in a way that fosters a safe and welcoming environment for other students, Rocketship staff, and community members.

Students will be subject to disciplinary action if they engage in prohibited conduct while on school property, when attending any school-sponsored activity, or while in transit going to or coming from a Rocketship campus. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

School discipline rules and procedures are elaborated on in Rocketship's Student Discipline Policies, which can be found in the appendix.

Self-Harm/Suicide Threat

Rocketship Public Schools recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, Rocketship has developed prevention strategies and intervention procedures. In compliance with Education Code section 215, this policy has been developed in consultation with Rocketship school-employed mental health professionals (e.g., school counselors, psychologists), administrators, other school staff members, the county mental health plan, and other community stakeholders in planning, implementing, and evaluating Rocketship's strategies for suicide prevention and intervention. Rocketship must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Rocketship may appoint an individual (or team) to serve as the suicide prevention point of contact for Rocketship. The suicide prevention point of contact for Rocketship and the Principal shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Staff Development

Rocketship, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Employee Qualifications and Scope of Services

Employees of Rocketship must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education

Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by making it easily accessible on the Rocketship Web page and included in the Parent Handbook. Parents/guardians/caregivers may also have access to suicide prevention training.

Intervention and Emergency Procedures

Rocketship designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. Mental Health Provider
2. Principal (or Assistant Principal)

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Principal or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Rocketship or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
   A. Securing immediate medical treatment if a suicide attempt has occurred
   B. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
   C. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
   D. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
   E. Moving all other students out of the immediate area.
   F. Not sending the student away or leaving him/her alone, even to go to the restroom.
   G. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
   H. Promising privacy and help, but not promising confidentiality.

2. Document the incident in writing as soon as feasible.

3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.

4. After a referral is made, Rocketship shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Rocketship may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Rocketship.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Rocketship campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Rocketship's safety plan and/or Crisis Response Plan.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through Rocketship activities to notify a teacher, the Principal, another Rocketship administrator, psychologist, Rocketship counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Rocketship staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Rocketship shall follow its Crisis Response Plan to determine the most appropriate postvention.

Serious Injury or Death at the School

The death of a student or staff member is traumatic to school communities, whether the death was the result of a long illness or an act of violence. Principals should refer to the Rocketship Crisis Response Plan – Serious Injury or Death (Grief) protocol for actions to take following a serious injury or death at the school.

Staff members should know the following:

1. In case of serious injury or death, do not move the victim unless absolutely necessary. Do not leave an injured student alone. Send a runner to notify the Principal and Office Manager ASAP.
2. A School Leader will call 911.
3. The Office Manager should administer First Aid (See Part Four: First Aid and Medical Conditions in this Health/Safety Plan).
4. If students are in the same space as a student who is seriously injured, they should be escorted elsewhere.
5. Do not make announcements about an accident or incident over the intercom.
6. The Principal should refer to the Rocketship Crisis Response Plan for next steps to stabilize the situation and support the school community.

California - Supporting Students Impacted by Community Violence

In developing our school's safety plan, it was imperative to include comprehensive guidelines for caring for students who have witnessed a violent act at any time. First and foremost, we have prioritized creating a safe and supportive environment that encourages open communication by

having Wellness Counselors at each of our 13 schools. We identify and train staff members, including teachers and counselors, to recognize signs of trauma and distress in students who may have experienced violence every summer during our teacher and school leader professional development. We have implemented a trauma-informed approach that involves fostering a culture of empathy, understanding, and patience, where students feel comfortable sharing their experiences. We exercise this every day of school during our community meeting time which is a social-emotional learning (SEL) lesson led by teachers using our Rocketship developed SEL curriculum called The Shortest Distance (TSD).

Additionally, we have found that collaboration with mental health professionals and community resources is vital to ensure a continuum of care for affected students. This is why we have earmarked funding to both our Wellness + MTSS and Care Corps Teams who execute these services for our students and families. Establishing protocols for immediate intervention and ongoing support, such as counseling services and support groups, is crucial, and we do this three times a year by gathering social emotional and behavioral data. This data informs the creation of eight to nine week intervention cycles in Fall, Winter, and Spring each year. By providing a multi-tiered system of support, incorporating both preventative and responsive strategies, we have created resilient and compassionate school communities that prioritize the well-being of students who have witnessed violent acts, fostering healing and recovery over time.

California Assessment of Status of School Crime

Rocketship Mateo Sheedy:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Mateo Sheedy. The reported crimes in a half mile radius of Rocketship Mateo Sheedy were:
Assault (75), Burglary (29), Disturbing the Peace (226), Drugs / Alcohol Violations (13), DUI (4), Fraud (12), Motor Vehicle Theft (53), Robbery (9), Sex Crimes (14), Theft / Larceny (24), Vandalism (30), Vehicle Break-In / Theft (21), Weapons (11).

Rocketship Si Se Puede:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Si Se Puede. The reported crimes in a half mile radius of Rocketship Si Se Puede were:
Arson (1), Assault (78), Burglary (26), Disturbing the Peace (165), Drugs / Alcohol Violations (23), DUI (7), Fraud (7), Motor Vehicle Theft (35), Robbery (7), Sex Crimes (18), Theft / Larceny (21), Vandalism (28), Vehicle Break-In / Theft (6), Weapons (7).

Rocketship Mosaic:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Mosaic. The reported crimes in a half mile radius of Rocketship Mosaic were:

Arson (5), Assault (72), Burglary (18), Disturbing the Peace (259), Drugs / Alcohol Violations (15), DUI (10), Fraud (10), Motor Vehicle Theft (29), Robbery (13), Sex Crimes (10), Theft / Larceny (51), Vandalism (27), Vehicle Break-In / Theft (24), Weapons (3).

Rocketship Fuerza:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Fuerza. The reported crimes in a half mile radius of Rocketship Fuerza were:
Assault (81), Burglary (32), Disturbing the Peace (209), Drugs / Alcohol Violations (22), DUI (7), Fraud (20), Motor Vehicle Theft (40), Robbery (7), Sex Crimes (23), Theft / Larceny (44), Vandalism (35), Vehicle Break-In / Theft (13), Weapons (8).

Rocketship Spark:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Spark. The reported crimes in a half mile radius of Rocketship Spark were:
Assault (38), Burglary (5), Disturbing the Peace (66), Drugs / Alcohol Violations (7), Fraud (6), Motor Vehicle Theft (31), Robbery (3), Sex Crimes (3), Theft / Larceny (27), Vandalism (15), Vehicle Break-In / Theft (10), Weapons (2).

Rocketship Rising Stars:
From Sept 1, 2024 to Feb 1, 2025 there was one instance of a burglary at Rocketship Rising Stars. The reported crimes in a half mile radius of Rocketship Rising Stars were:
Assault (47), Burglary (12), Disturbing the Peace (141), Drugs / Alcohol Violations (11), Fraud (9), Motor Vehicle Theft (50), Robbery (11), Sex Crimes (16), Theft / Larceny (16), Vandalism (15), Vehicle Break-In / Theft (9), Weapons (3).

Rocketship Brilliant Minds Academy:
From Sept 1, 2024 to Feb 1, 2025 there was one instance of a burglary at Rocketship Brilliant Minds. The reported crimes in a half mile radius of Rocketship Brilliant Minds were:
Assault (81), Burglary (20), Disturbing the Peace (222), Drugs / Alcohol Violations (9), DUI (5), Fraud (5), Motor Vehicle Theft (38), Robbery (9), Sex Crimes (4), Theft / Larceny (37), Vandalism (20), Vehicle Break-In / Theft (13), Weapons (5).

Rocketship Los Suenos:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Los Suenos. The reported crimes in a half mile radius of Rocketship Los Suenos were:
Assault (64), Burglary (12), Disturbing the Peace (113), Drugs / Alcohol Violations (7), DUI (5), Fraud (7), Motor Vehicle Theft (33), Robbery (6), Sex Crimes (7), Theft / Larceny (21), Vandalism (18), Vehicle Break-In / Theft (5), Weapons (3).

Rocketship Alma Academy:

From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Alma Academy. The reported crimes in a half mile radius of Rocketship Alma Academy were:
Arson (1), Assault (103), Burglary (16), Disturbing the Peace (361), Drugs / Alcohol Violations (20), DUI (5), Fraud (10), Motor Vehicle Theft (60), Robbery (11), Sex Crimes (39), Theft / Larceny (50), Vandalism (30), Vehicle Break-In / Theft (20), Weapons (4).

Rocketship Discovery Prep:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Discovery Prep. The reported crimes in a half mile radius of Rocketship Discovery Prep were:
Arson (1), Assault (46), Burglary (16), Disturbing the Peace (78), Drugs / Alcohol Violations (16), DUI (5), Fraud (7), Motor Vehicle Theft (22), Robbery (7), Sex Crimes (8), Theft / Larceny (21), Vandalism (13), Vehicle Break-In / Theft (13), Weapons (1).

Rocketship Redwood City: There were no on campus crimes at Rocketship Redwood City.

Rocketship Delta Prep: There were no on campus crimes at Rocketship Delta Prep.

Rocketship Futuro Academy: There were no on campus crimes at Rocketship Futuro Academy.

As indicated by the data, Rocketship campuses have had only two incidents that were the subject of reporting. Rocketship's investments in positive behavioral supports and social emotional learning foster a positive environment for students, staff and the community. Rocketship's focus on safety and security of our facilities continues to minimize school crime.

California Instructional Continuity Plan

Rocketship Public Schools is committed to the safety and security of students, faculty, and staff. In the event of a natural disaster or other emergency, Rocketship Public Schools will prioritize strong family communication, access to instruction and student and staff well being. In accordance with Education Code Section 32282, Rocketship has developed and adopted this Instructional Continuity Plan ("ICP").

Communication

Rocketship uses ParentSquare as its primary communication platform to maintain consistent and inclusive engagement with families across all schools. ParentSquare is accessible via both web and mobile app, and supports two-way communication in multiple languages, ensuring that all families - regardless of device type or primary language - receive essential updates. Families receive regular communication through weekly regional and schoolwide messages, classroom updates, teacher calls, and community gatherings. In the event of an emergency, Rocketship will

continue to utilize the ParentSquare platform, and will initiate communication as soon as possible, no later than five calendar days following the emergency.

Emergency preparedness is built into the platform: each school leader has access to an “Alert” function that overrides user preferences and pushes critical messages through email, text, voice call, and app notifications. In the event of internet or power outages, staff can continue sending updates using cellular data via the mobile app, and each school maintains printed contact sheets to support manual outreach if needed. Emergency message templates are pre-drafted for quick use, and all staff are trained annually on communication protocols as part of broader safety and continuity planning.

Technology

Rocketship embeds technology throughout its school program. Students use chromebooks, online learning platforms and tools such as Google Classroom on a regular basis. Rocketship regularly provides information to families on how to access and use these programs at home. In the event of an emergency, Rocketship will distribute technology and provide support to ensure that all of our students have devices and internet connectivity. Chromebooks and chargers will be distributed to students within 48 hours of an emergency. Google Classroom will be utilized to message each cohort about classwork. Students and families will pick up their device with instructions at a designated location shared on ParentSquare. For students who require a hotspot, our Care Corps Coordinators support families by connecting them to local providers with free hotspot programs. Coordinators and school staff work with families to ensure students are able to access their classwork and teachers and troubleshoot any identified issues.

Instruction and Assessment

Following an emergency or natural disaster, instruction will resume within 10 instructional days. To ensure continuity of instruction in the wake of an emergency, Rocketship Public Schools will adapt its existing instructional frameworks to accommodate both in-person and remote learning environments. Site based learning will occur when the conditions outlined in the last section are met. Rocketship will work closely with authorizers and local agencies in making the decision to return to site based learning. Rocketship will utilize its current curriculum and instructional materials, ensuring that content remains accessible whether students are participating in-person or remotely. Our instructional plan has been designed to meet instructional standards that are equivalent to Rocketship’s Independent Study Policy. The instructional approach will incorporate:

- **Digital platforms**: Rocketship’s established online instructional platforms will be leveraged to facilitate remote learning. Teachers will provide regular and timely communication to students and families regarding assignments, learning objectives, and assessments.
- **Printed materials**: In the event that students do not have access to digital devices, printed instructional materials will be provided and available to pick up in a central location. These materials will reflect the same instructional quality as those used in the

classroom.

- **Synchronous and asynchronous instruction**: Synchronous learning sessions will be scheduled for students, while asynchronous activities will be available to accommodate diverse student needs and schedules. These sessions will ensure continuous engagement with core content areas, aligned with grade-level standards.
- **Equitable instructional resources**: Teachers will be provided with training on digital tools, ensuring that all students, regardless of their location or background, can engage meaningfully with the curriculum. Learning will be adapted for students with exceptional needs, including English learners and those requiring mental health support.
- **Real-time access to instruction**: Where possible, instructional materials will be available in real-time to support dynamic learning experiences. This includes live-streaming lessons, recorded lessons, and virtual office hours.
- **Standards-aligned objectives**: Teachers will emphasize grade-level and subject-specific standards, ensuring that students can achieve critical learning outcomes.
- **Formative assessment and feedback**: Teachers will use screening tools, quizzes, and activities to assess progress and adjust instruction accordingly. Formative assessments will be integral to gauging individual student needs and ensuring they remain on track toward meeting educational goals.
- **Differentiated support**: Teachers will tailor instruction and assessment to individual student needs, including providing academic supports such as tutoring, office hours, and virtual check-ins.

Access

Our instructional continuity plan allows us to offer individualized support for all students-including English Learners (ELs), students receiving special education services, students in foster care, and students who are experiencing homelessness--through elements such as individual communication with students and families, personalized technology, data-driven instruction, and personal feedback. Care Corps staff maintain consistent engagement with families through weekly check-ins, utilizing a digital survey to assess emerging needs. Coordinators prioritize one-on-one follow-up communication and home visits, especially for families with unique or complex circumstances. They collaborate with families to review identified needs and facilitate referrals to the appropriate community partners for targeted support.

For students receiving special education services, Rocketship will continue to support students' individualized academic goals and provide related services virtually to align with distance learning models. Included in each students' IEP is a new section titled, Emergency Circumstances Program B. This section allows for schools to develop and plan for how services will be implemented based on the individual learning needs of each student prior to an emergency event happening. It explicitly names how, when, and who will be providing key special education services for students to ensure all students receiving services are still able to access a reasonable offer of Free Appropriate Public Education (FAPE).

In addition to the Emergency Circumstances Program B section of each Rocketship IEP, outlined below is how each school will ensure an appropriate offer of FAPE is being implemented, even in emergency situations that may require distance learning.

Rocketship is committed to serving students with disabilities, including students in non-public special education school settings. Rocketship will continue to serve these students by ensuring:

- Students with disabilities have equitable access to situational distance and in-person learning opportunities.
- LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both situational distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of situational distance learning. Consistent and clear communication encourages parent and student participation in situational distance learning, in-person learning, recovery service delivery and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.

For English learners, we will continue to meet student needs by providing Designated English Language Development (DELD) instruction and Integrated English Language Development (IELD) strategies during content instruction that can be embedded into daily distance learning activities, synchronous and asynchronous lessons. Examples of these strategies include use of input charts in videos and online lessons and language production opportunities grounded in Guided Language Acquisition and Design (GLAD) such as Say it With me/Read it with me, Total Physical Response and Cite your Source. Students will continue to have access to Lexia English, an online learning program, where students will practice their speaking, listening, and grammar skills in various academic contexts. Additionally, families will receive access to direction and resources in their primary language so that they can best support their students at home. We will continue to encourage language-rich activities with families in their home language (e.g., Los Dichos reading program). ELs will continuously be monitored for progress and placed into services if progress and goals are not being met.

Once we are able to bring students back to campus for facilitated distance learning and/or in-person learning, students with unique needs will be given priority. For these students, we will work to make in-person learning an option as soon as possible.

Rocketship will utilize robust protocols to ensure student attendance in virtual learning. Staff will track student attendance with tiered intervention for higher attendance issues. Families of absent students receive timely notifications and are contacted in their home language by a staff member or Care Corps Coordinator. Care Corps Coordinators conduct comprehensive needs assessments for families facing significant hardships beyond the school environment. Through initial screenings and parent meetings, coordinators work to identify the root causes of challenges and develop tailored support plans to address the unique needs of each family and student.

Professional Learning

In the event of an emergency closure, Rocketship is well equipped to train our educators and leaders on the tools to support remote learning.

The existing Rocketship model invests deeply in educator training, development and support. Staff receive over five hours of development each week and regular individualized coaching, in addition to three weeks of training in the summer. All of this training can shift to a virtual format through Zoom with specialized content that supports distance learning. See specialized content below:

- *Health and Safety Procedures:* School Leaders and Teachers will be trained on health and safety procedures aligned to the specific context.
- *Social Emotional Learning:* Throughout the summer we dedicate time to prepare our teachers with strategies for social emotional learning. For instances that would prompt distance learning, we also would provide training on how to best recognize the signs of trauma as well as means to effectively support students' social-emotional needs.
- *Pedagogies and Strategies for Learning:* Throughout our summer training we have the opportunity to build in sessions to teach our school leaders and staff different distance learning approaches and equip them with new tools (such as Peardeck, Nearpod, Padlet, GoGuardian, and more). We will work to ensure that existing curricula come with virtual learning recommendations for execution in case of remote learning.
- *Supporting EL Students*: All teachers receive integrated ELD training to ensure that these strategies are available no matter how the curriculum is being taught. In addition, our programs for DELD can be executed virtually to ensure our EL students will get their content virtually no matter the format.
- *Family engagement:* Family engagement is core to our instructional model. As such, we consistently employ a number of virtual platforms to keep families in the loop with important updates from their campus. We will continue to utilize these communication and engagement tools in the event of an emergency.

Additionally, our staff continue to receive individualized coaching from school leaders who can help address any questions or professional development needs on an individualized basis. School Leaders receive training on coaching in virtual classrooms, including how to look for quality EL instruction and engagement.

Well-being

In the event of an emergency school closure, Rocketship Public Schools will launch a comprehensive Well-Being Support Protocol to address the social-emotional, mental health, academic, and physical health needs of all students. A digital survey, modeled after the CareCorps tool used during COVID-19, will be deployed within three days to assess students' well-being, access to learning resources, and overall home environment. This survey will be made available in multiple languages and distributed through SMS, email, and ParentSquare, with support from Care Corps Coordinators (CCC) to ensure broad participation. Responses will be monitored daily by a central Response Team composed of Wellness Counselors, CCCs, and

administrators, who will triage needs and prioritize support for high-risk students.

To maintain access to essential services, Rocketship will continue to provide mental health support through virtual sessions with Wellness Counselors using HIPAA-compliant platforms. Students requiring specialized services, such as IEP, OT, and speech therapy, will receive continued support via virtual platforms in alignment with their service plans. For foster youth, homeless students, and those with limited digital access, additional support will be coordinated through McKinney-Vento liaisons and community partners.

Ongoing communication will include weekly updates, wellness resources, and family support resources, all accessible in multiple languages. The Response Team will meet weekly to analyze survey data and adjust support strategies, with quarterly family feedback surveys informing continuous improvement.

Support Services

Rocketship schools are community schools. As such, Rocketship has well established partnerships with community organizations and agencies. During an emergency, Rocketship would utilize these partnerships and our Care Corps and Wellness programs to continue to provide robust support services to our students, families and community.

After School Services
In the event of emergency school closures, after school service will resume as soon as in-person instruction is deemed safe. If remote learning is still the main teaching method, and conditions allow, after school staff will support in-person learning at the school during school hours to support the students who would like to be in-person. If in-person learning has resumed, then after school care will resume as normal to support students, although the program may be smaller depending on the availability of staff. In that case, Foster and homeless youth will be prioritized.

Food Services
In the event of emergency school closures, Rocketship is committed to maintaining daily breakfast and lunch service for all students, in compliance with California Department of Education (CDE) and USDA guidelines. We will pursue all allowable flexibilities to adapt meal service methods to meet community needs and will collaborate with our food service vendor and local partners to ensure continued access during extenuating circumstances. Student meal participation, served by Rocketship staff, will be tracked to ensure ongoing access to free or reduced-price meals for eligible students. Information on meal availability will be shared through regular family communications.

Counseling Services
In the event of emergency school closures, the provision of counseling services will continue at Rocketship Schools without interruption through virtual (telehealth) counseling. Wellness Counselors will offer scheduled individual and group counseling sessions via secure video conferencing platforms, ensuring accessibility and confidentiality in compliance with FERPA and HIPAA guidelines. School counselors will maintain regular communication with students and families through secure digital platforms, phone calls, and scheduled virtual appointments.

Students and families will receive clear instructions on how to request support, including through phone, email, and designated wellness office hours. Wellness Counselors will collaborate closely with teachers and administrators to identify and reach out to students who may be struggling emotionally or socially. Regular wellness check-ins, virtual classroom visits, and digital wellness resources will be implemented to promote mental health and emotional resilience. In cases requiring additional support, Wellness Counselors will coordinate referrals to appropriate community mental health providers.

Site-based Collaboration

The Rocketship network team develops and revises this plan annually. As part of this process, the team solicits and incorporates input from a variety of stakeholders including school leadership, teachers, other staff, families and the community.

Return to Site-based Learning

In the event of an emergency, Rocketship will assess the situation frequently using the following criteria to determine the feasibility of a return to in-person learning (all must be met):

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the emergency
- Kitchens up and running for meals
- Safe ingress and egress routes for drop off and pick up

Rocketship will work closely with authorizers and local agencies in making the decision to return to site based learning.

Policy Appendix - All Regions

Covid-19 Health and Safety

Rocketship continues to follow local guidance, regulations and health department directions in responding to the COVID-19 pandemic. In CA, all schools have adopted the CDPH's Testing Framework for K-12 schools.

Student Discipline Policy (CA, WI, DC)

Rocketship promotes positive behavior at school and aims to create learning environments that are more consistent, predictable, positive, and safe. We clearly define behavioral expectations and consequences, create systems for recognizing and reinforcing positive behaviors, and provide our students with social-emotional learning.

Students will be subject to disciplinary action if they engage in prohibited conduct while on school property, when attending any school-sponsored activity or while in transit going to or coming from a Rocketship campus. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

If students do not respond to our positive behavior supports or classroom management systems, Rocketship may take alternative in-school disciplinary action.

In-school Disciplinary Actions

Rocketship relies on proactive, preventive supports to promote positive behavior at school. Rocketship has implemented a Positive Behavior Interventions and Supports (PBIS) framework in all schools. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe. Key PBIS practices include clearly defined behavioral expectations and consequences, systems for recognizing and reinforcing positive behaviors, data-based decision making, multi-tiered systems of support, and the implementation of core social-emotional learning curricula.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

In the event that Rocketship's PBIS infrastructure and classroom management systems are insufficient to prevent disciplinary infraction, or a disciplinary infraction is serious enough to immediately warrant additional discipline, Rocketship may take alternative in-school disciplinary action. These actions depend on the circumstances of the offense and may include, but are not limited to, the following:

- Sending the student to the Principal's office.
- Excluding the student from classroom activities or privileges through a "time out" or temporary placement in another classroom.

- Calling or writing/emailing the student's parent/guardian.
- Arranging a conference with the student, parent, teacher and/or administrator.
- Implementing an individualized behavior plan for the student.
- Implementing counseling sessions with a designated staff member.
- Sending the student to a peer mediation.
- Requiring that the student complete a reflective essay or assignment.
- Requiring that the student take actions to counteract/ameliorate a problem (i.e., fixing something the student broke).
- Referring the student to a Student Support Team.
- Restricting the student's participation in after-school/extra-curricular activities or field trips.
- Holding the student for detention or additional instructional time during lunch or before/after school.
- Confiscating inappropriate items related to the disciplinary infraction.

Corporal punishment shall not be used as a disciplinary measure against any student. "Corporal punishment" includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, "corporal punishment" does not include an employee's use of force, restraint and/or seclusion that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

As described above, severe infractions that threaten the safety or health of students, staff or others, may be cause for suspension or expulsion, as outlined in Rocketship's Suspension and Expulsion Policy.

Seclusion and Restraint Policy

Rocketship is dedicated to using the Positive Behavior Intervention and Supports framework to proactively teach and reinforce positive behaviors. Additionally, Rocketship has Student Discipline and Suspension and Expulsion policies to address a spectrum of behavioral infractions. However, Rocketship recognizes the possibility that emergency situations may arise where it becomes necessary for staff to use a seclusion or restraint to protect the safety of students. This policy addresses definitions of seclusion and restraint; requirements that staff must meet when using seclusion and restraint; recordkeeping requirements; and guidelines for staff to consider when using seclusion or restraint.

I. Definitions

“Seclusion” is defined as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. The following are *not* considered “seclusion” for the purposes of this policy:

- *Time-out from reinforcement as a form of strategic behavior modification.* Staff members may limit a student’s access to reinforcement in an effort to extinguish an inappropriate behavior. When this is a part of an approved behavior modification program, the student is monitored in a non-locked setting, and as long as the student is not physically prevented from leaving the alternative space, this is not considered seclusion.

- *Students voluntarily accessing a separate space as to facilitate de-escalation or problem-solving.* Again, as long as students are monitored and not being physically prevented from leaving, this is not considered “seclusion.”

“Restraint” is defined personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The following are *not* considered “restraint” for the purposes of this policy

- *Physical escort.* Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location

- *Behavioral interventions as a means of calming or comforting*. For example, proximity control, verbal soothing, or sensory inputs (such as a “squeeze”) might be used as a component of an approved behavior modification program and are not considered “restraint.”

“Emergency circumstance” is defined as a circumstance that meets both of the following criteria:

- Intervention is necessary to protect the student or another person from imminent, serious physical harm; and
- Other less intrusive, non-physical interventions have failed or have been determined inappropriate.

II. Requirements for Use of Seclusion and Restraint

Rocketship prohibits the use of restraint or seclusion except in an emergency circumstance. Any restraint or seclusion shall be applied only by school personnel who are trained in the appropriate use of specific authorized techniques.

In accordance with state law, Rocketship personnel may not use or authorize any seclusion or restraint intervention that does any of the following:

- Is designed to, or likely to, cause physical pain, including electric shock;
- Involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the student;
- Denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;

- Is designed to subject, used to subject, or likely to subject the student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
- Employs a device, material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
- Is a locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
- Precludes adequate supervision of the student;
- Deprives the student of one or more of his/her senses.

A space used for seclusion shall, at a minimum, be free of objects and fixtures with which a student could self-inflict bodily harm, shall provide school personnel an adequate view of the student from an adjacent area, and shall provide adequate lighting and ventilation. If the room does not include a window that allows school personnel to see the student at all times, then a staff member must remain in the seclusion area with the student.

The use of physical restraint shall include a degree of force and duration that do not exceed the degree and duration that are reasonable and necessary to resolve the clear, present, and imminent risk to the physical safety of the student or others. Physical restraint should not be used if there are any medical contraindications to its use.

If school staff are unable to resolve the matter with the use of seclusion or restraint in accordance with this Policy, the student shall be allowed to remain in place until local law enforcement officers can be summoned to relocate the student or take the student into custody.

III. Recordkeeping

Rocketship shall maintain written incident reports for each incident involving a restraint or seclusion. The reports shall be placed in the student's permanent file and maintained as part of his/her education record. Rocketship will promptly contact a student's parent/guardian plan if a seclusion or restraint is used on that student during the school day and will provide the parent/guardian with a copy of the incident report within one school day.

A Behavior Emergency Report Form must also be completed following the use of a physical restraint with a child with a disability. This form must be provided to the student's parent/guardian within one school day and a copy must be filed in the student's special education records.

The incident report and, when relevant, Behavior Emergency Report form will include the following information:

- Location of the incident leading to restraint/seclusion
- A description of the incident, including the names of any persons involved and details of any injuries sustained as a result of the incident
- Time and duration of restraint/seclusion
- Staff members involved
- Interventions attempted prior to restraint/seclusion

- Whether the student is currently engaged in any systematic behavioral intervention plan
- Description of attempts to de-escalate prior to restraint/seclusion
- Description of the student's behavior that promoted the need for restraint/seclusion
- Description of any injuries sustained by the student or staff during the restraint/seclusion

Rocketship will retain all reports prepared under this policy and will track the number of incidents of seclusion and restraint used during the school year, including the total number of students with disabilities who were involved in the incidents.

IV. Training

All School Leaders and ISE personnel are trained in the Nonviolent Crisis Intervention program annually. Previously-certified staff members participate in a shorter "refresher" course annually. The Nonviolent Crisis Intervention program is the worldwide standard in crisis prevention and intervention, and the program is aligned with each of the aforementioned guiding principles for the use of restraint and seclusion.

V. Guiding Principles

In addition to following the requirements and procedures for using a seclusion or restraint outlined in Sections I-IV of this policy, Rocketship staff will abide by the following 15 principles from the U.S. Department of Education to guide the use of seclusion and restraint at all Rocketship schools.

- Every effort should be made to prevent the need for the use of restraint and for the use of seclusion.

- Schools should never use mechanical restraints to restrict a child's freedom of movement, and schools should never use a chemical, drug or medication to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health professional).

- Physical restraint or seclusion should not be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and other interventions are ineffective and should be discontinued as soon as imminent danger of serious physical harm to self or others has dissipated. (See Sections I-II above.)

- Policies restricting the use of restraint and seclusion should apply to all children, not just children with disabilities.

- Any behavioral intervention must be consistent with the child's rights to be treated with dignity and to be free from abuse.

- Restraint or seclusion should never be used as punishment or discipline (i.e. placing in seclusion for out-of-seat behavior), as a means of coercion or retaliation, or as a convenience.

- Restraint or seclusion should never be used in a manner that restricts a child's breathing

or harms the child.

- The use of restraint or seclusion, particularly when there is repeated use for an individual child, multiple uses within the same classroom, or multiple uses by the same individual, should trigger a review and, if appropriate, revision of strategies currently in place to address dangerous behavior; if positive behavioral strategies are not in place, staff should consider developing them.

- Behavioral strategies to address dangerous behavior that results in the use of restraint or seclusion should address the underlying cause or purpose of the dangerous behavior.

- Teachers and other personnel should be trained regularly on the appropriate use of effective alternatives to physical restraint and seclusion, such as positive behavioral interventions and supports and, only for cases involving imminent danger of serious physical harm, on the safe use of physical restraint and seclusion.

- Every instance in which restraint or seclusion is used should be carefully and continuously and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel. (See Section III above.)

- Parents should be informed of the policies on restraint and seclusion at their child's school or other educational setting, as well as applicable Federal, State, or local laws.

- Parents should be notified as soon as possible following each instance in which restraint or seclusion is used with their child. (See Section III above.)

- Policies regarding the use of restraint and seclusion should be reviewed regularly and updated as appropriate.

- Policies regarding the use of restraint and seclusion should provide that each incident involving the use of restraint or seclusion should be documented in writing and provide for the collection of specific data that would enable teachers, staff, and other personnel to understand and implement the preceding principles. (See Section V above.)

VI. Students Receiving Special Education Services

Different states have different laws that govern the use of seclusion and restraint on students receiving special education services. The legal requirements for each state in which Rocketship schools are located are addressed in turn below. *Each school is required to follow the law for the state in which it is located.*

<u>California</u>

Under EC § 56521.1, if a behavioral intervention report is written for a student with special needs who does not have a behavioral intervention plan, the designated administrator responsible for the student's IEP must, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for a functional behavioral assessment, and determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a behavioral emergency report is written for a student with special needs who has a positive behavioral intervention plan, the IEP team will review the incident if it involves a previously unseen serious behavior problem or if a previously designated intervention is ineffective. The IEP team will determine whether the incident constitutes a need to modify the positive behavioral intervention plan.

D.C.
For students with disabilities, restraint and seclusion may be used only when it is included in the student's IEP, Section 504 Plan, and/or Behavior Intervention Plan. The restraint must be used to address specific behaviors under defined circumstances and must be implemented by appropriate staff.

Tennessee

Physical Holding Restraints Not Prohibited

Under T.C.A. § 49-10-1305(e)(3), the use of a physical holding restraint on a student receiving special education services is *not* prohibited in the following circumstances:

- The brief holding by an adult in order to calm or comfort;
- The minimum contact necessary to physically escort a student from one area to another;
- Assisting a student in completing a task or response if the student does not resist, or if resistance is minimal in intensity or duration; or
- Holding a student for a brief time in order to prevent any impulsive behavior that threatens the student's immediate safety.

In any of the above circumstances, Rocketship is not legally required to notify the student's parent/guardian.

Isolation Room Guidelines

Under T.C.A. § 49-10-1305(g), any space used as an isolation room for a student receiving special education services must meet the following conditions:

- Unlocked and incapable of being locked;
- Free of any condition that could be a danger to the student;
- Well-ventilated and temperature controlled;
- Sufficiently lighted;
- Where school personnel are in continuous direct visual contact with the student at all times;
- At least 40 square feet; and
- In compliance with all applicable state and local fire, health, and safety codes.

IEP

Under T.C.A. § 49-10-1304(d), individualized education programs (IEPs) that provide for the use of isolation or restraint in emergency situations shall also contain a data driven functional behavioral assessment and a plan for modification of the behavior developed and implemented by a

qualified team of professionals.

If the student's IEP does not provide for the use of isolation or restraint for the behavior precipitating such action or if school personnel are required to use isolation or restraint over an extended period of time, then an IEP meeting shall be convened within 10 days following the use of the isolation or restraint. If the behavior precipitating the action also warrants a change of placement, the child will have all rights provided under applicable federal and state law.

Wisconsin

Under Wis State. § 118.305(5), the first time that seclusion or physical restraint is used on a student with a disability, the student's IEP team must convene as soon as possible after the incident. The IEP team must review the student's IEP to ensure that it contains appropriate positive behavioral interventions and supports and other strategies to address the behavior of concern. The IEP should be revised if necessary.

Policy Appendix - California

Mandated Reporter Policy

In California, certain professionals are required to report known or suspected child abuse. Educators, including teachers, aides, school administrators, office workers, and all other employees of public schools are considered "mandated reporters" by law. As an employee of a Rocketship school, or an employee of the Rocketship National office who has regular contact with children, you are a mandated reporter. A mandated reporter must make a report to a "child protective agency" such as the Department of Family and Children's Services and local law enforcement whenever, in his/her professional capacity and within the scope of employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been a victim of child abuse.

This “Mandated Reporter Policy” is intended to educate Rocketship school employees of their responsibilities and rights under the Child Abuse and Neglect Reporting Act (“Act”), as well as the procedures for complying with the Act.

When Must You Report?

The Act requires a report to be made when a mandated reporter has a “reasonable suspicion” of abuse. According to CA Penal Code § 11166(a)(1) “reasonable suspicion” means that it is “objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.”

The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

Under applicable law, when the victim is a child (ordinarily a person under the age of eighteen [18]), the following types of abuse must be reported by all legally mandated reporters.

The perpetrator can be any adult or child, with the exception of a “mutual affray between minors” (i.e., a school yard fight).

Physical Abuse

Physical Abuse means non-accidental bodily injury that has been or is being willfully inflicted on a child. It includes willful harming or injuring of a child or endangering of the person or health of a child defined as a situation where any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation such that his or her person or health is endangered.

Severe Physical Abuse

Severe Physical Abuse includes any single act of abuse which causes physical trauma of sufficient severity that, if left untreated, would cause permanent physical disfigurement, permanent physical disability, or death; any single act of sexual abuse which causes significant bleeding, deep bruising, or significant external or internal swelling; or repeated acts of physical

abuse, each of which causes bleeding, deep bruising, significant external or internal swelling, bone fracture, or unconsciousness.

Neglect

Neglect means the negligent treatment or maltreatment of a child by acts or omissions by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, including physical and/or psychological endangerment. The term includes both severe and general neglect.

Severe Neglect

Severe Neglect includes the negligent failure to protect a child from severe malnutrition or medically diagnosed non-organic failure to thrive and/or to permit the child or the child's health to be endangered by intentional failure to provide adequate food, clothing, shelter or medical care.

General Neglect

General Neglect includes the failure to provide adequate food, shelter, clothing, and/or medical care, supervision when no physical injury to the child occurs.

NOTE: A child receiving treatment by spiritual means or not receiving specified medical treatment for religious reasons, shall not for that reason alone be considered a neglected child. An informed and appropriate medical decision made by a parent or guardian after consultation with a physician or physicians who have examined the child does not constitute neglect. See Assessment of Medical Neglect.

Sexual Abuse

Sexual Abuse is the victimization of a child by sexual activities including, but not limited to sexual assault, rape (statutory rape and rape in concert), incest, sodomy, lewd and lascivious acts upon a child under fourteen (14) years of age, oral copulation, penetration of a genital or anal opening by a foreign object, child molestation and unlawful sexual intercourse. Also, please be aware that it is sexual abuse if the parent or guardian has failed to adequately protect the child from sexual abuse when the parent or guardian knew or reasonably should have known that the child was in danger of sexual abuse.

Sexual Exploitation

Sexual Exploitation involves any person or person who is responsible for a child's welfare who knowingly promotes, aids or assists, employs, uses, persuades, induces or coerces a child, or

knowingly permits or encourages a child to engage in, or assists others to engage in, prostitution or live performance involving obscene sexual conduct or to either pose or model alone or with others for the purpose of preparing a film, photograph, negative, slide, drawing, painting or other pictorial depiction involving obscene sexual conduct.

NOTE: Unlawful sexual intercourse is defined as an adult who engages in an act of sexual intercourse with a minor or any person who engages in an act of unlawful sexual intercourse with a minor who is more than three (3) years younger, or a person twenty-one (21) years or older with a minor who is under sixteen (16) years old.

Non-Sexual Exploitation

Non-Sexual Exploitation involves forcing or coercing a child into performing acts which are beyond his/her capabilities, such as being employed for long hours and/or in a job which is dangerous or beyond his/her capabilities or forcing or coercing the child into illegal or degrading acts such as stealing, panhandling, and/or drug sales. Generally, these acts benefit the perpetrator in some way.

Emotional Abuse

Emotional Abuse is non-physical mistreatment, the results of which may be characterized by disturbed behavior on the part of the child, such as severe withdrawal, regression, bizarre behavior, hyperactivity, or dangerous acting-out behavior. Such disturbed behavior is not deemed, in and of itself, to be evidence of emotional abuse. Exposure to repeated violent, brutal or intimidating acts among household members (domestic violence) is emotional abuse.

Caretaker Absence

Caretaker Absence is specific to the caregiver's situation rather than to the child's and may be used in addition to general neglect or substantial risk of harm allegations. This allegation type shall be used in either of the following circumstances:

- Caretaker Absence: The child's parent has been incarcerated, hospitalized or institutionalized and cannot arrange for the care of the child; parent's whereabouts are unknown or the custodian with whom the child has been left is unable or unwilling to provide care and support for the child.

- Caretaker Incapacity: The child's parent or guardian is unable to provide adequate care for the child due to the parent or guardian's mental illness, developmental disability or substance abuse.

Procedures for Reporting

(1) The moment you have a reasonable suspicion of abuse, reports must be made immediately or as soon practically possible by phone.

(2) Reports must be made to a county welfare department, probation department (if designated by the county to receive mandated reports), or to a police or sheriff's department.

(a) In the San Jose Area, you can contact the Santa Clara County Department of Family and Children's Services twenty-four (24) hours a day by calling the: Child Abuse and Neglect Center (408) 299-2071

(b) If you are unable to make your report at the number listed above, or you are informed that the incident is one which they will not investigate, please contact the police station closest to your school site.

(3) Within thirty-six (36) hours of the initial phone call, you must mail a written report to the same agency. The written report must be submitted on a Department of Justice Form SS 8572.

(4) If you contact the Santa Clara County Department of Family and Children's Services, mail your written report to: Santa Clara County Department of Family and Children's Services Child Abuse and Neglect Center, 373 West Julian St., Second Floor, San Jose CA 95110

(5) Joint Knowledge

(a) It is the policy of Rocketship that a mandated reporter who is making a report, as required, is also to inform the Principal of the school of the suspected abuse, unless the Principal is the subject of the suspicion. You are not required to identify yourself to the Principal when you inform them. REMEMBER, reporting the information to the Principal or any other person shall not be a substitute for your making a mandated report to one of the agencies specified above.

(b) However, when two (2) or more persons who are mandated reporters jointly have knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report and written report may be made

by a single member of the team. Any member of a team who has knowledge that the member designated to report failed to do so must thereafter make the report themselves.

(6) Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.

(7) After the report is made, Child Protection workers and/or law enforcement officers may contact you to gather additional information to aid in their investigation. You may have knowledge about the child and/or family which can aid the investigators in making accurate assessments and providing appropriate services. After the investigation has been completed or the matter reaches a final disposition, the investigating agency shall inform the mandated reporter of the results of the investigation and any action the agency is taking.

(8) Immunity from Liability. Mandated reporters have immunity from criminal or civil liability for reporting as required, unless the report is proven to be false and the person reporting knows it is false, or the report is made with reckless disregard of the truth or falsity of the incident. Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and disseminating the photograph with the report.

(9) No supervisor or administrator may impede or inhibit a report or subject the reporting person to any sanction.

(10) The identity of the reporting party and the contents of the child abuse report are confidential and may only be disclosed to specified persons and agencies.

(11) In the event a civil action is brought against a mandated reporter as a result of a required or authorized report, he or she may present a claim to the State Board of Control for reasonable attorney's fees incurred in the action if he or she prevails in the action or the court dismisses the action.

(12) Failure to report suspected abuse is a misdemeanor punishable by imprisonment or fine or both.

Training

RPS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code §

11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Student Dress Code

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit.

All students are expected to wear the Rocketship uniform to school every day. The Rocketship uniform consists of a khaki bottom (pants, shorts, dress, skirt, or skorts) and **green, or dark purple collared shirt.** Students may also wear a dark purple or dark green Rocketship polo shirt or t-shirt. Sweaters & Jackets must be green, purple or black if they must wear it in school building. Shirts must be tucked in at all times, which Rocketship considers being "dressed for success."

Students should also wear closed toe shoes. Sandals, Crocs, and open toe shoes are not considered to be safe or appropriate for school. Students must wear closed-toe shoes at all times. Sneakers or tennis shoes are preferred. Shoes must stay securely on the foot. No heels or wheels on shoes.

Students should only carry backpacks provided by the school. Backpacks will be provided on the first week of school.

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Spaghetti straps (smaller than two inches, or the width of a credit card)
- Tank tops (including white, ribbed undershirts)
- Clothing or accessories that are sexually provocative
- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (red or blue color) or prison culture name insignia
- Attire with writing that degrades individuals or groups Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels
- Underwear or undergarments that are visible
- Tops that show the midriff area

- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces
- Bandanas, hairnets, headbands, doo rags, and non-Marshall hats (also includes beanies, baseball caps, etc.)
- Sunglasses or Marshall hats may not be worn in the building, but may be worn outside to protect from the sun

In addition, Rocketship may contact the student's parent/guardian to discuss the dress code violation.

Discrimination, Harassment, Intimidation, and Bullying Policy

Statement of Non-Discrimination

Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, bullying, and sexual harassment are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship prohibits discrimination in all forms, inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. It does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic.

Rocketship adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004. Rocketship is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. Rocketship prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Rocketship does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. To the

extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Harassment and Retaliation Prohibited

Harassment is a form of discrimination and Rocketship is committed to maintain a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment and harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and state. law. It prohibits harassment based upon race, color, religion, national origin, sex, age, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a complainant of an intrafamily offense, place of business or residence, credit information, gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth, reproductive health decisions, or related medical conditions, or any other basis protected by applicable law.

Prohibited Harassment includes, but is not limited to the following:

- Any unwelcome physical, verbal, nonverbal, or electronic conduct based on the aforementioned protected traits.
- Prohibited stalking that involves a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Prohibited Sexual Harassment includes, but is not limited to the following:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.
- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances of a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

A hostile environment exists if the harassment is sufficiently serious that it denies or limits the complainant's ability to participate in or benefit from the school's program (e.g., skipping class, dropping out of an activity, having trouble concentrating in class).

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination, provided information, witnesses, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment - General. Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made in person, by mail, by telephone, or by email, using the complaint form attached below. A school employee who receives a report of discrimination that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation under Title IX, has knowledge or should reasonably know about the aforementioned violations should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps

Reports of a Title IX Violation. Reports of alleged acts that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
350 Twin Dolphin Drive,
Suite 109 Redwood City, CA
94056 rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainants about the investigation process, about their rights under Title IX and other relevant laws.

Confidentiality

To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

General Complaints of Discrimination and Harassment. Complaints of discrimination or harassment that do not involve allegations of Title IX violation or allegations of sexual harassment should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook..

Complaints under Title IX. Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer and an investigation of those complaints are conducted promptly and impartially pursuant to related Title IX Complaint Procedures.

Bullying Prevention

Bullying can have a harmful social, physical, psychological, and academic impact on victims, bystanders, and bullies. Bullying at Rocketship is strictly prohibited and will not be tolerated. Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
3. Causing a reasonable student to experience a substantial interference with their academic performance.
4. Causing a reasonable student to experience a substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by Rocketship

Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship Public School's policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) are described under the Notification of Rights and Assurances in the student/parent handbook.

Suspension and Expulsion Policy

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to suspension or expulsion.

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

In-School Suspension

In-school suspension ("ISS") provides an alternative to out-of-school suspension. ISS allows students to be counted present and provides an in- school opportunity for them to complete and receive credit for class assignments. During ISS, students will complete schoolwork in a location separate from their class. ISS is not intended to be an alternative to or long-term replacement of the student's regularly scheduled class.

ISS may be used in the event that a student is engaging in prohibited conduct that is making the classroom environment physically or emotionally unsafe for other students or that severely disrupts a class or school-sponsored activity;

Only the Principal or Assistant Principal, with prior approval from his/her supervisor, shall assign a student to ISS. Students assigned to ISS must have written notification of the date and duration of the ISS assignment. Assignment to ISS and the scheduling of the days assigned are at the Principal's discretion.

Principals should place the student in ISS as soon as possible after the infraction is reported. The principal will ensure that:

- Students assigned to ISS are provided a safe, positive environment
- Students assigned to ISS are properly supervised; and

- Students assigned to ISS are allowed to complete class work assigned during his/her placement in ISS.
- All class work for students is obtained, academic assistance is provided as necessary, and completed work is returned to the student's classroom teacher.
- Activities of academic value are provided for the student when the classroom teacher's work is not provided or is insufficient for ISS time assigned.
- Additionally, classroom teachers will:
- Provide classwork commensurate to the work missed for a student in ISS.
- Record a student in ISS as present. There will be no attendance-related penalty for assignment to ISS.
- Evaluate the student's work completed in ISS and give credit for work completed in ISS.
- Ensure that students in ISS receive credit for attendance and full credit for work completed.

The student's parent/guardian must be notified of a student's assignment to ISS at the time that the ISS placement is scheduled. The Principal should contact a parent/guardian by phone or in-person meeting. If the parent/guardian cannot be reached in this manner, the Principal or his/her designee may make contact through e-mail.

Out of School Suspensions and Expulsion

When disciplinary infractions occur, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations. It addresses grounds for suspension and expulsion; suspension and expulsion procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom Rocketship has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures.

Rocketship will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Rocketship has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by a Rocketship school for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, Rocketship shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until Rocketship issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Grounds for Suspension and Expulsion

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

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any type of knife or other dangerous object or no reasonable use to the student unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code§§ 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §§ 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code § 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational

institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

16. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to suspension or expulsion.

17. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of $1000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

18. Committed sexual harassment, as defined in EC § 212.5. For the purposes of this section, the conduct described in § 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section does not apply to students in grades K-3.

19. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section does not apply to students in grades K-3.

20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This does not apply to students in grades K-3.

21. Engaged in an act of bullying, including, but not limited to, bullying committed by

means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward student or school personnel.

a. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Rocketship.

b. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

I. A message, text, sound, video, or image.

II. A post on a social network Internet Web site including, but not limited to:

1. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

3. Creating a false profile for the purpose of having one or more of

the effects listed in subparagraph (1) above. “False profile” means a profile of a

4. Fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

1. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

2. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

c. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Non-Discretionary Suspension and Expellable Offenses

A student must be suspended and recommended for expulsion for any of the following acts when it is determined that the student:

1. Possessed, sold or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certified school employee, with the Principals or designee’s concurrence.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal

Code, or committed a sexual battery as defined in Penal Code Section 243.4 or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Academic Affairs Committee that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required by this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii)rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

Suspension Procedures

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

Suspensions at Rocketship will adhere to the following procedures:

Conference

In accordance with Ed Code 47605(c)(5)(J)(i), suspensions of less than 10 days will be preceded by a conference conducted by the Principal or designee with the student and his/her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an

emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference in an emergency situation, both the parent/guardian and student shall be given the opportunity to conference within two school days.

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

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

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

Notice to Parents/Guardians

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

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

Suspension Time Limits/Recommendation for Expulsion

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

Upon a recommendation of expulsion by the Principal or Principal's designee, the student and the student's parent/guardian or representative will be invited to a second conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the School has determined a suspension period shall be extended, such

extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

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

Homework Assignments During Suspension

In accordance with Education Code 47606.2 and 48913.5, Rocketship shall adhered to the following regarding homework assignments during suspension:

> (a) Upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.
>
> (b) If a homework assignment that is requested pursuant to subdivision (a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

Authority to Expel

An expulsion is the permanent dismissal of a student from the Rocketship program, subject to any rehabilitation plan as further described below. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school.

In accordance with Ed Code 47605(c)(5)(J)(iii), no student will be involuntarily dis-enrolled, dismissed, or transferred by Rocketship for any reason, unless the parent or guardian has been provided written notice at least five school days before the effective date of the removal. For all involuntary removals, including expulsions and dismissals for non-disciplinary reasons, parents must be informed of their right to a hearing before the effective date of the removal. If the student's parent or guardian initiates the hearing procedures, the student must remain enrolled until Rocketship issues a final decision.

The full authority of the Rocketship governing Board of Directors ("the Board") to hear and conduct expulsions shall be granted to the Academic Affairs Committee, a committee of the Board.

The Academic Affairs Committee shall consist of three board members. The Academic Affairs Committee may expel any student found to have committed an expellable offense as listed in Section II above.

Instead of conducting the hearing itself, the Academic Affairs Committee may appoint an impartial administrative panel, as described below. The Academic Affairs Committee will pre-appoint a panel of at least five certificated Rocketship staff members, each from different Rocketship school sites. Should any of the persons appointed to the panel work at the school in which the student is enrolled, he/she will recuse him/herself from the proceedings.

Expulsion Procedures
In accordance with Ed Code 47605(c)(5)(J)(ii), for expulsions and suspensions in excess of 10 days, Rocketship shall provide timely written notice of the charges against the student and an explanation of the student's basic rights.

Hearing
In accordance with Ed Code 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense, unless the student requests, in writing, that the hearing be postponed.

In the event an administrative panel hears the case, it will, within 10 days of the hearing, make a recommendation to the Academic Affairs Committee for a final decision whether or not to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing three days prior to the hearing.

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

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based, along with a summary of the evidence against the student;
- A copy of Rocketship's disciplinary rules which relate to the alleged violation;

- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

I. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
II. Rocketship must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
III. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
IV. The Administrative Panel or the Academic Affairs Committee may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
V. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
VI. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel or the Academic Affairs Committee from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
VII. If one or both of the support persons is also a witness, Rocketship must present evidence that the witness' presence is both desired by the witness and will be helpful to Rocketship. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the

complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

VIII. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the room during that testimony.

IX. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

X. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel or Academic Affairs Committee to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Academic Affairs Committee or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery

as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Academic Affairs Committee, which will make a final determination regarding the expulsion. The final decision by the Academic Affairs Committee shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

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

§ notice of the specific offense committed by the student and
§ notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.
§ notice of the right to appeal and the process
§ information regarding rehabilitation and readmission
§ information regarding alternative education.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

Disciplinary Records

Rocketship shall maintain records of all student suspensions and expulsions at Rocketship. Such records shall be made available to the chartering authority upon request.

Right to Appeal

The student/family shall have the right to appeal the decision to expel the student from Rocketship to the Executive Committee of the Board. The request to appeal must be made in writing and shall be submitted to the Executive Committee within five business days of being made aware of the decision to expel the student. The appeal shall be heard by the Executive Committee within 15 days of receipt of the appeal. Any decision made on appeal shall be final.

Expelled Students/Alternative Education

With the exception of students with disabilities under IDEA, students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within their school district of residence. The Charter School shall work cooperatively with parents/guardians to assist with locating alternative placements during expulsion.

Rehabilitation and Readmission

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

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

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil's previous school. The Principal shall make a recommendation following the meeting regarding his or her determination. The pupil's admission is also contingent upon RSPS's capacity at the time the student seeks admission.

Notice to Teachers

Rocketship shall notify teachers, counselors, and other staff responsible for the direct care or instruction of any student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above. All such notifications shall be kept confidential by the staff member receiving them, and their content shall not be further disseminated to any other person.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within Rocketship's Board adopted Attendance Policy for truancy and only after Rocketship follows the requirements of the Attendance Policy and only in

accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Services During Suspension

Students suspended for more than 10 school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum,

although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination shall take place. “Change of Placement” includes a recommendation for expulsion or a cumulative removal of more than 10 school days in a school year.

If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team will (a) conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement; (b) if a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and (c) return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

The conduct will be considered a manifestation of the child’s disability if it is determined that (a) the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or (b) the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

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

Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the 45 day time period provided for in an interim alternative educational setting, unless the parent and the school agree otherwise. . Rocketship shall comply with 20 U.S.C. Section 1415(k)(2), which states that interim alternative educational setting shall be determined by the IEP team.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

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

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who

has violated the Rocketship's behavioral policies may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

Rocketship shall be deemed to have knowledge that the student had a disability if one of the following conditions exists prior to the behavior at issue:

- The parent of the child expressed concern in writing to supervisory or administrative personnel of Rocketship, or a teacher of the child, that the child is in need of special education and related services;
- The parent of the child requested an evaluation of the child pursuant to §§ 300.300 through 300.311; or
- The teacher of the child, or other Rocketship personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

If the school knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the disciplinary protections available to IDEA-eligible children with disabilities. If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Rocketship shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible. name and offenses) within 30 days of the expulsion. Please contact our office for assistance with preparing such a notice and/or if Rocketship has any questions.

Campus Access and Visitor Policy

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the campus access points; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an individual from campus. "Campus" in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Campus Access Points

Whenever students are in the building, the front office, and controlled access points to each

Rocketship campus will be supervised by a Rocketship staff member. Visitors will also be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.

All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

Loitering

Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. This includes children of staff members who are students at another school. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program.

Visitor Registration and Passes/Badges

- All visitors (including Rocketship Public Schools regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.
- If visitors are flagged with a sex offender offense, will deny entry and connect them with school administrators. ***This will not prohibit families from picking up their student for dismissal if they are listed as an allowed pick-up person on the Powerschool pick up list.***
- The Principal, or designee, may refuse to register a visitor if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the front office or security guard, visitors who are not Rocketship

employees will be issued a VisitU badge that they must display at all times while on campus. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets his/her badge, he/ she will need to register with VisitU and obtain a Visitor's Pass from the front office.

- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, law enforcement may be notified and he/she may be guilty of a misdemeanor.
- While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity.

Arranging for a Campus Visit

Visits during school hours by non-Network Support or other Rocketship staff members should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment in advance and must be scheduled to take place during non-instructional time. Parent/guardians who want to visit a classroom during school hours should first obtain approval from the classroom teacher and the Principal or designee. Classroom observations should be requested in advance and are approved at the Principal or designee's discretion.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission. Failure to abide by this is a violation of this Policy and may subject a visitor to losing his/her privilege to be on campus in accordance with Section III above.

Visitor Conduct

All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules and policies while on the school premises. Visitors are strictly prohibited from having any physical contact with any student for any reason, including touching, grabbing, or holding a student. Visitors are also strictly prohibited from scolding, disciplining, or yelling at any student. If a visitor has a concern about a student's conduct, the visitor should promptly alert a Rocketship staff member.

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Withdrawing Consent for Individuals to be on Campus

Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual's possession or reasonable suspicion of an individual's possession of a firearm, an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the learning environment or in violation of Rocketship policy. Such actions will comply with any relevant state law requirements.

Withdrawal of consent ("ousting") is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to issue an ouster notice to a disruptive individual, and to do so, they must follow Rocketship's internal protocol and comply with all applicable laws. Principals may not oust an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department. It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no ousted individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the ouster notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.
- Maintain an accurate and current list of individuals who have been issued an ouster notice.
- Enforce the ouster notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any ousted individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the ouster notice.

Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal, or who enters the premises (including parking lots, playground, sidewalks, and school building) without proper authorization

in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period.

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Medication Administration Policy

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with California laws and regulations. This policy addresses required documentation of student medication needs; staff administration of mediation; student self-administration of medication; the use of epinephrine and asthma inhalers; emergency situations; and documentation and training requirements.

I. Medication Authorization Form

Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Authorization Form. In accordance with EC § 49423 and 5 C.C.R. § 601(a), the Medication Authorization Form must include:

- Student's name and date of birth;
- Name of the medication to be administered and the reason for administration;
- Amount or dose of the medication;
- Method of administration;
- The time the medication is to be administered at school;
- Possible side effects;
- For medication prescribed on an as-needed basis, the specific symptoms that necessitate administration of medications, the allowable frequency for administration, and indications for referral for medical evaluation;
- For medication that is to be self-administered by the student, a statement that, in the authorized health care provider's opinion, the student is competent to safely self-administer the medication according to the conditions in the provider's written statement;
- Name, address, telephone number, and signature of the California authorized health care provider.

The student's parent/guardian must also provide Rocketship with a written statement indicating their desire that the school assist the student with medication administration as set forth in the Medication Authorization Form.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Authorization Form to Rocketship. All Medication Authorization Forms must be updated at least annually.

II. Staff Administration of Medication

Pursuant to 5 C.C.R. § 604, medication may be administered to students by Rocketship personnel designated by the Principal who are legally able and has consented to administer or assist in administering medication to students..

Parents/guardians may come to Rocketship to administer medication to their child if the parent/guardian signs an agreement identifying who will administer the medication, stating the conditions under which the medication will be administered, and releasing Rocketship from the responsibility of administering the medication.

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has

- a note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND
- a written statement from a parent/guardian permitting the use of the remedy at the school.

III. Self-Administration of Medication

Under Ed Code § 49423.6 and 5 C.C.R. § 605, Rocketship may allow a student to carry and self-administer medication in accordance with this policy. This includes prescription inhaled asthma medication and auto-injectable epinephrine, which are each further described below in this policy. Any self-administration of medication must be done in accordance with the Medication Authorization Form as described above.

Prior to allowing self-administration, Rocketship personnel must observe the student self-administering the medication and determine that the student is capable of adhering to standard precautions and appropriate handling of the medication.

IV. Storage of Medication

In accordance with Ed Code § 49423, Rocketship may receive medication from a student's parent/guardian to store for use in accordance with a valid Medication Authorization Form. The medication will be stored with Rocketship's school nurse or Office Manager in a location that is easily accessible during an emergency.

The medication must be labeled with the following information:

- Name of the student;
- Name of the medication;

- Dosage;
- Time of administration; and
- Duration of medication.

All medications must be in original manufacturer packaging. The labeling must be consistent with the written statement from the authorized health care provider in the Medication Authorization Form.

Rocketship will return any unused, discontinued, or outdated medication to a student's parent/guardian as soon as possible after the course of treatment is completed or the medication reaches its expiration. Any medication that cannot be returned to the student's parent/guardian will be disposed of at the end of the school year in accordance with all applicable laws.

V. Documentation Maintenance of Records

Rocketship will create and maintain a list of students with valid Medication Authorization Forms, including the emergency contact information for each student. Students who are allowed to carry and self-administer medication will be specified in this list. The Principal may distribute the list among appropriate employees or agents.

Rocketship will maintain accurate records of all its employees and agents who are certified to administer medication. Rocketship will also maintain accurate records of all incidents where medication was administered to a student at school. The log will include at least the name of the student; the name of the medication; the medication dose and route; and the time the medication was administered.

If a material or significant deviation from the authorized health care provider's written statement is discovered by Rocketship, notification of the deviation shall be given as quickly as possible to the Director of Schools, the student's parent/guardian, and the student's authorized health care provider.

VI. Emergency Situations

Designated Rocketship personnel will possess valid, up-to-date certifications in first aid and CPR. First aid will be administered whenever possible by trained staff members,

Rocketship personnel who provide life-sustaining emergency medication must receive documented training and maintain current certification in CPR from a recognized source (i.e. American Red Cross or American Heart Association).

School employees with proper training and certification are expected to respond to emergency situations without discrimination. If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be communicated to staff.

VII. Epinephrine Auto-Injectors

Pursuant to Ed Code § 49414, Rocketship schools in California will stock emergency epinephrine auto-injectors to be used by the school nurse or trained personnel on persons suffering or reasonably believed to be suffering from an anaphylactic reaction. A school nurse or, if the school does not have a nurse, a volunteer trained in accordance with this policy, may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms or anaphylaxis at school or at a school activity when a physician is not immediately available. The training provided to school personnel shall be in compliance with the requirements of Ed Code § 49414 and any regulations promulgated thereunder.

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

VIII. Asthma Inhalers

Pursuant to Ed Code § 49423.1, students who are required to take, during the regular school day, inhaled asthma medication may be permitted to carry and self-administer the inhaled asthma medication or otherwise be assisted by designated school personnel, provided that Rocketship receives the appropriate written documentation, specified below:

- In order for a student to be assisted by a school nurse or other designated school personnel, Rocketship shall obtain both (1) a written statement from a physician detailing the name of the medication, method, amount, and the time schedules by which the medication is to be taken AND (2) a written statement from the parent/guardian requesting that Rocketship assist the student with the medication.
- In order for a student to carry and self-administer prescription inhaled asthma medication, Rocketship shall obtain both (1) a written statement from a physician detailing the name of the medication, method, amount, the time schedules by which the medication is to be taken, and confirming that the student is able to self-administer inhaled asthma medication AND (2) a written statement from the parent/guardian consenting to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing Rocketship Education and school personnel from civil liability if the self-administering student suffers an adverse reaction by taking the medication pursuant to this policy.

These written statements must be provided at least annually, and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

IX. Misuse

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

Policy Appendix - Wisconsin

Mandated Reporter Policy

Mandated Reporter Obligations
In Wisconsin, certain professionals are required to report known or suspected child abuse and neglect. School teachers, administrators, counselors and staff are legally mandated reporters. As an employee of a Rocketship Education school, or an employee of the Rocketship support office who has regular contact with children, you are a Mandated Reporter. This “Mandated Reporter Policy” is intended to inform Rocketship Education employees of their responsibilities and rights under Wisconsin Statute 48.981, as well as the procedures for complying with the statute.

When Must You Report?
Wisconsin’s reporting law requires a report to be made when a mandated reporter has a “reasonable cause to suspect” that a child seen by the person in the course of professional duties has been “abused or neglected,” or who has reason to believe that a child “has been threatened with abuse or neglect and that abuse or neglect of the child will occur.” The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?
According to statute WI 48.981, an abused or neglected child is a child who has been subjected to:

- Physical injury that is inflicted on a child by other than accidental means
- Sexual intercourse or sexual contact
- Threatened harm
- Permitting, allowing, or encouraging a child to engage in prostitution
- Sexual exploitation through pornography
- Emotional damage defined as behaviors harmful to a child’s psychological or intellectual functioning that is exhibited by severe anxiety, depression, withdrawal or outward

aggressive behavior or a combination of those behaviors and that is caused by the child's parent, guardian, legal custodian, or other person exercising temporary or permanent control over the child and for which the child's parent, guardian or legal custodian has failed to obtain the treatment necessary to remedy the harm

- Methamphetamine manufacture in a child's home, on the premises of a child's home, in a motor vehicle on the premises of a child's home, or where a reasonable person should have known that the manufacture would be seen, smelled, or heard by a child is considered child abuse in Wisconsin
- Failure, refusal or inability on the part of a parent, guardian, legal custodian, or other person exercising temporary or permanent control over a child for reasons other than poverty to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child.

Procedures for Reporting

1. The moment you have a reasonable cause to suspect abuse or neglect or the threat of abuse or neglect, you must immediately inform, by telephone or personally, the county department, a licensed child welfare agency or the police department of the facts and circumstances contributing to a suspicion of abuse.
2. In the Milwaukee Area, you can contact the: Bureau of Milwaukee Child Welfare (BMCW) (414) 220-SAFE or Milwaukee Police Department/Sensitive Crimes (MPD) (414) 935-7405. If you feel that the child is in immediate danger, please dial 911.
3. Joint Knowledge
    a. It is the policy of Rocketship Education to report suspicion of abuse to the Principal ofthe school, unless the Principal of the school is the subject of the suspicion. REMEMBER, reporting the information to a Principal or any other person shall not be a substitute for making a mandated report to one of the agencies specified above.
    b. All mandated reporters who know or suspect abuse or that abuse has been threatened should make a report.
    c. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report. If a child has been taken from school by the Bureau of Milwaukee Child Welfare of the Milwaukee Police Department the Principal shall obtain the name and badge number of the person taking the child. The Principal is not to notify the parent of the removal. If the administrator is contacted by the parent/legal guardian, the parent or legal guardian should be advised to contact the appropriate agency for further information, either BMCW or MPD, but shall NOT give that information to the parent or legal guardian of the child. That information is confidential and shall only be released by the BMCW or MPD.
4. In the case of peer sexual contact, the principal/designee shall NOT inform the parent or legal guardian as to the identity of the juvenile participant(s) in the incident. That

information is confidential and shall be released only to the BMCW or the MPD. Parents/guardians should be referred to the appropriate agency.

Protections and Immunity from Liability

- All reports of suspected abuse or neglect are confidential. With few exceptions, as delineated in statute, no information that could be used to identify the reporter (e.g., place of employment, job title) can be shared. (48.981(7)(a))
- Anyone who, in good faith, reports suspected abuse or neglect is immune from both criminal and civil liability. (48.981(4))
- No person may be discharged, disciplined or otherwise discriminated against in regard to employment, or threatened with any such treatment, for making a report of suspected abuse or neglect in good faith. (48.981(2)(e))

Consequences for Failing to File a Report

Any person who intentionally violates this section by failure to report as required may be fined or imprisoned or both. (48.981(6)).

Student Dress Code

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit. Students are expected to wear the Rocketship uniform to school every day.

The Rocketship uniform consists of a khaki bottom (pants, shorts, dress, skirt, or skorts) and a dark purple collared shirt. Students may also wear a Rocketship polo shirt or t-shirt, which can be purchased from the school Office Manager. Shirts must be tucked in at all times, which Rocketship considers being “dressed for success.”

Students should also wear closed toe shoes. Sandals are not considered to be safe or appropriate for school.

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Thin strap shirts/blouses (thinner than two inches)
- Tank tops (including white, ribbed undershirts)
- Clothing or accessories that are sexually provocative

- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (e.g., red, blue, yellow, color) or prison culture, name insignia
- Attire with writing that degrades individuals or groups
- Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels over 2.5 inches high
- Underwear or undergarments that are visible
- Exposed midriff areas
- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces
- Hats, bandanas, non-religious head coverings
- Sunglasses may not be worn in the building, but may be worn outside to protect from the sun

Students who repeatedly do not come to school in uniform may lose privileges. In addition, Rocketship may contact the student's parent/guardian to discuss the dress code violation.

Discrimination, Harassment, Intimidation, and Bullying Policy

Statement of Non-Discrimination

Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, bullying, and sexual harassment are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship prohibits discrimination in all forms, inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. It does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic.

Rocketship adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004. Rocketship is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. Rocketship prohibits sexual harassment and harassment based upon

pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Rocketship does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Harassment and Retaliation Prohibited

Harassment is a form of discrimination and Rocketship is committed to maintain a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment and harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and State law. It prohibits harassment based upon race, color, religion, national origin, sex, age, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a complainant of an intrafamily offense, place of business or residence, credit information, gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth, reproductive health decisions, or related medical conditions, or any other basis protected by applicable law.

Prohibited Harassment includes, but is not limited to the following:

- Any unwelcome physical, verbal, nonverbal, or electronic conduct based on the aforementioned protected traits.
- Prohibited stalking that involves a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Prohibited Sexual Harassment includes, but is not limited to the following:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or

communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.

- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances of a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

A hostile environment exists if the harassment is sufficiently serious that it denies or limits the complainant's ability to participate in or benefit from the school's program (e.g., skipping class, dropping out of an activity, having trouble concentrating in class).

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination, provided information, witnesses, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment - General. Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made in person, by mail, by telephone, or by email, using the complaint form attached below. A school employee who receives a report of discrimination that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation under Title IX, has knowledge or should reasonably know about the aforementioned violations should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps.

Reports of a Title IX Violation. Reports of alleged acts that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
350 Twin Dolphin Drive, Suite 109 Redwood City, CA 94056 rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainants about about the investigation process, about their rights under Title IX and other relevant laws.

Confidentiality
To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

General Complaints of Discrimination and Harassment. Complaints of discrimination or harassment that do not involve allegations of Title IX violation or allegations of sexual harassment should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook..

Complaints under Title IX. Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer and an investigation of those complaints are conducted promptly and impartially pursuant to related Title IX Complaint Procedures outlined under the Notification of Rights and Assurances section of this Handbook.

Bullying Prevention

“Bullying” is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as,

but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status.

Bullying behavior can be:

- Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior
- Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
- Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion, and sending insulting messages or pictures by mobile phone or using the internet – also known as cyber bullying)

Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship Public School's policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) are described under the Notification of Rights and Assurances section of this Handbook.

Suspension and Expulsion Policy

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to suspension or expulsion.

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

In-School Suspension

In-school suspension ("ISS") provides an alternative to out-of-school suspension. ISS allows students to be counted present and provides an in- school opportunity for them to complete and receive credit for class assignments. During ISS, students will complete schoolwork in a location separate from their class. ISS is not intended to be an alternative to or long-term replacement of the student's regularly scheduled class.

ISS may be used in the event that a student is engaging in prohibited conduct that is making the classroom environment physically or emotionally unsafe for other students or that severely disrupts a class or school-sponsored activity;

Only the Principal or Assistant Principal, with prior approval from his/her supervisor, shall assign a student to ISS. Students assigned to ISS must have written notification of the date and duration of the ISS assignment. Assignment to ISS and the scheduling of the days assigned are at the Principal's discretion.

Principals should place the student in ISS as soon as possible after the infraction is reported. The principal will ensure that:

- Students assigned to ISS are provided a safe, positive environment
- Students assigned to ISS are properly supervised; and
- Students assigned to ISS are allowed to complete class work assigned during his/her placement in ISS.
- All class work for students is obtained, academic assistance is provided as necessary, and completed work is returned to the student's classroom teacher.
- Activities of academic value are provided for the student when the classroom teacher's work is not provided or is insufficient for ISS time assigned.
- Additionally, classroom teachers will:
- Provide classwork commensurate to the work missed for a student in ISS.
- Record a student in ISS as present. There will be no attendance-related penalty for assignment to ISS.
- Evaluate the student's work completed in ISS and give credit for work completed in ISS.
- Ensure that students in ISS receive credit for attendance and full credit for work completed.

The student's parent/guardian must be notified of a student's assignment to ISS at the time that the ISS placement is scheduled. The Principal should contact a parent/guardian by phone or in-person meeting. If the parent/guardian cannot be reached in this manner, the Principal or his/her designee may make contact through e-mail.

Out of School Suspensions and Expulsion

When disciplinary infractions occur on campus, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious

behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations. It addresses grounds for suspension and expulsion; suspension and expulsion procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities.

I. Grounds for Suspension and Expulsion

In Wisconsin, students may, at the discretion of the Principal in consultation with his/her manager, be suspended for any of the following reasons, in accordance with Wis. Stat. § 120.13(1)(b):

A. Disobeying school rules.
B. Conveying any threat or false information concerning an attempt or alleged attempt being made to destroy school property by explosives.
C. Conduct while at school, or under the supervision of a school authority, which endangers the property, health, or safety of others.
D. Conduct while not at school, or while not under the supervision of a school authority, which endangers the property, health, or safety of others at school or under the supervision of a school authority or endangers the property, health, or safety of any Rocketship employee. Conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

Students may be expelled for any of the following reasons:

A. If the Board finds the student guilty of repeated refusal or neglect to obey school rules.
B. For threatening to destroy school property by explosives.
C. For engaging in conduct while at school or under the supervision of a school authority which endangered the property, health or safety of others.
D. For conduct while not at school or while not under the supervision of school authority which endangered the property, health or safety of others at school or under the supervision of a school authority or endangered the property, health or safety of any Rocketship employe
E. For conduct that endangers a person or property, including making a threat to the health or safety of a person or making a threat to damage property.

II. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded by a conference conducted by the Principal or the Principal's designee with the student. At the conference, the student shall be informed of the reason for the disciplinary action.

Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall promptly call the parent/guardian of the minor student and give notice of the suspension and the reasons for the suspension. The Principal or designee shall also mail a copy of the suspension to the parent/guardian.

Suspension Time Limits/Recommendation for Expulsion

A student may be suspended for a period of no longer than three consecutive school days. However, if a notice of an expulsion hearing has been sent, the student may be suspended for up to 15 consecutive school days.

Right to Appeal

A parent or student may, within five school days following the commencement of a suspension, have a conference with the Vice President of Schools or his/her designee. The designee may not be the principal, staff member, or a teacher in the child's school. If the Vice President of Schools or his/her designee finds that the child was suspended unfairly or unjustly, or the suspension was inappropriate given the nature of the offense, or the child suffered undue consequences or penalties as a result of the suspension, reference to the suspension must be removed from the child's records. The finding must be made within 15 days of the conference.

Rights During Suspension

The suspended student shall not be denied the opportunity to take any quarterly, semester or grading period examinations or to complete coursework missed during the suspension period.

Disciplinary Records

RSPS shall maintain records of all student suspensions and expulsions at RSPS Schools.

III. Expulsion Procedures

Delegation of Authority

The Rocketship Public Schools Wisconsin Board (“the Board”) shall appoint an independent hearing panel (“Panel”) or independent hearing officer (“Officer”) to hear and conduct expulsions The Panel or Officer may expel any student found to have committed an expellable offense

Hearing

Prior to expelling a Rocketship student in Wisconsin, the Panel /Officer shall hold a hearing. Upon request of the student’s parent or guardian, the hearing shall be closed to the public. The student may be represented at the hearing by counsel. The board shall keep written minutes of the hearing. Upon the ordering by the Panel /Officer of the expulsion of a student, Rocketship shall mail a copy of the order to the student's parent or guardian.

No less than five days prior to the hearing, written notice of the hearing shall be sent to the student and, if the student is a minor, to the student's parent or guardian. The notice shall state all of the following:

- The specific grounds and the particulars of the student's alleged conduct upon which the expulsion proceeding is based.
- The time and place of the hearing.
- That the hearing may result in the student's expulsion.
- That, upon request of the student and, if the student is a minor, the student's parent or guardian, the hearing shall be closed.
- That the student and, if the student is a minor, the student's parent or guardian may be represented at the hearing by counsel.
- That the Committee shall keep written minutes of the hearing.
- That if the Committee orders the expulsion of the student the school district clerk shall mail a copy of the order to the student and, if the student is a minor, to the student's parent or guardian.
- That if the student is expelled by the Committee the expelled student or, if the student is a minor, the student's parent or guardian may appeal the school board's decision to the Board.
- That the state statutes related to student expulsion are §§ 119.25 and 120.13 (1).

If the Panel or Officer orders an expulsion of the student, within 30 days after the date on which the order is issued, the Board shall review the expulsion order and shall approve, reverse or modify the order. The order of the hearing officer or panel shall be enforced while the Board reviews the order.

Record of Hearing

The Officer or Panel shall keep a full record of the hearing. Each party shall be informed of the right to a complete record of the proceeding. Upon request, the Officer or Panel shall direct that a transcript of the record be prepared and that a copy of the transcript be given to the pupil's parent or guardian.

Written Notice to Expel

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

- Notice of the specific offense committed by the student.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.

Right to Appeal

The student's parent/guardian shall have the right to appeal the decision to expel the student to the Board. The request to appeal must be made in writing and shall be submitted to the Board within fifteen business days of being made aware of the decision to expel the student. The appeal shall be heard by the Board within thirty days of receipt of the appeal.

Admission of Expelled Students

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

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil's previous school. The Principal

shall make a recommendation following the meeting regarding his or her determination. The pupil's admission is also contingent upon RSPS's capacity at the time the student seeks admission.

IV. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Services During Suspension

Students suspended for more than 10 school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within 10 school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the school, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the school, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

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

Due Process Appeal

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or RSPS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Division of Hearings and Appeals.

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

Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team. Procedures for Students Not Yet Eligible for Special Education Services A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the RSPS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the school had knowledge that the student was disabled before the behavior occurred.

The school shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to school supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other school supervisory personnel.

If the school knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the school pending the results of the evaluation.

The school shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Campus Access and Visitor Policy

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the campus access points; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an individual from campus. “Campus” in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Campus Access Points
Whenever students are in the building, the front office, and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. Visitors will also be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.
All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

Loitering

Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. This includes children of staff members who are students at another school. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program.

Visitor Registration and Passes/Badges

- All visitors (including Rocketship Public Schools regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.
- If visitors are flagged with a sex offender offense, security will deny entry and connect them with school administrators. ***This will not prohibit families from picking up their***

student for dismissal if they are listed as an allowed pick-up person on the Powerschool pick up list.

- The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the security guard, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. Rocketship regional/national staff ("Network Support") will receive a badge from the Regional Director of Operations. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets his/her badge, he/she will need to register with VisitU and obtain a Visitor's Pass from the front office or security.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, law enforcement may be notified and he/she may be guilty of a misdemeanor.

Arranging for a Campus Visit

Visits during school hours by non-Network Support or other Rocketship staff members should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment in advance and must be scheduled to take place during non-instructional time. Parent/guardians who want to visit a classroom during school hours should first obtain approval from the classroom teacher and the Principal or designee. Classroom observations should be requested in advance and are approved at the Principal or designee's discretion.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission. Failure to abide by this is a violation of

this Policy and may subject a visitor to losing his/her privilege to be on campus in accordance with Section III above.

Visitor Conduct

All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules and policies while on the school premises. Visitors are strictly prohibited from having any physical contact with any student for any reason, including touching, grabbing, or holding a student. Visitors are also strictly prohibited from scolding, disciplining, or yelling at any student. If a visitor has a concern about a student's conduct, the visitor should promptly alert a Rocketship staff member.

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Withdrawing Consent for Individuals to be on Campus

Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual's possession or reasonable suspicion of an individual's possession of a firearm, an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the learning environment or in violation of Rocketship policy. Such actions will comply with any relevant state law requirements.

Withdrawal of consent is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to withdraw consent for a disruptive individual, and to do so, they must follow Rocketship's internal protocol and comply with all applicable laws. Principals may not withdraw consent for an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department. It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no barred individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the barring notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.
- Maintain an accurate and current list of individuals who have been issued a Withdrawal of Consent notice.

- Enforce the Withdrawal of Consent notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any prohibited individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the Withdrawal of Consent notice.

Refusal to Leave Campus
Anyone who refuses to leave after being asked by the Principal, or who enters the premises (including parking lots, playground, sidewalks, and school building) without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period.

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Medication Administration Policy

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with Wisconsin laws. This policy addresses the requirements for students who need to take medication during the school day, including required documentation and training for staff members. The policy also addresses emergency medical situations; epinephrine auto-injectors; and asthma inhalers.

I. **Medication Information Form**
Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Information Form. The Information Form must include:

- Written authorization, signed by the student's parent/guardian, that states:
    - The name of the student;
    - Emergency contact information for the student's parent/guardian;
    - Contact information for the student's licensed health practitioner;
    - The name, purpose, and prescribed dosage of the medication;
    - The frequency that the medication is to be administered;
    - The possible side effects of the medication as listed on the label;

    - Special instructions or emergency procedures;
    - In the case of self-administered medication, confirmation that the student has been instructed in the proper technique for self-administration of the medication and has demonstrated the ability to self-administer the medication effectively.
    - That an employee or agent of the school may administer medication to the student in accordance with all applicable Wisconsin laws and regulations; or
    - in the case of self-administration, the student may possess and self-administer the medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation; and
    - that the name of the student may be distributed to appropriate school staff, as determined by the Principal.
- Written acknowledgment that Rocketship Public Schools, or an employee or agent of Rocketship Public Schools shall be immune from civil liability for the good-faith performance of responsibilities in accordance with this policy.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Information Form to Rocketship. All Medication Information Forms must be updated at least annually.

II. **Administration of Medication**

In accordance with Wis. Stat. 118.29(2), a Rocketship employee may administer or assist in the self-administration of the following:

- Prescription drug products, in compliance with the written instructions of a practitioner, with parent/guardian consent. The prescription drug must be supplied in the original package, and the package must specify the name of the pupil, the name of the prescriber, the name of the prescription drug, the dose, the effective date, and the directions in legible format.
- Nonprescription drug products which may lawfully be sold over the counter without a prescription to a pupil, in compliance with the written instructions and consent of the pupil's parent or guardian and the written approval of the pupil's licensed health care practitioner. The nonprescription drug product must be supplied in the original manufacturer's packaging, and the package must list the ingredients and recommended therapeutic dose in a legible format.
- Epinephrine and glucagon, as described in this policy.
- First aid emergency care, in accordance with Wis. Stat. § 118.29(3)

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has:

- a note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND

- a written statement from a parent/guardian permitting the use of the remedy at the school.

III. Epinephrine

Student Possession and Self-Administration

Pursuant to Wis. Stat. 118.292, a student may possess and use an epinephrine auto-injector if the following conditions are met:

- The student uses the epinephrine auto-injector to prevent the onset or alleviate the symptoms of an emergency situation.
- Rocketship obtains the written approval of the student's physician and the written approval of the student's parent or guardian, in accordance with the requirements in Section I above.

In accordance with Wis. Stat. 118.292(2), Rocketship Public Schools and its personnel shall not be civilly liable for any injury incurred by a student or any other individual as a result of a student using an epinephrine auto-injector under this policy.

School Administration in Emergency Situations

Pursuant to Wis. Stat. § 118.2925(1), Rocketship schools in Wisconsin may adopt a plan for the management of pupils attending the school who have life-threatening allergies. This plan shall specify the training necessary for use of epinephrine auto-injectors and must be approved by a physician. Any school that adopts this plan must make the plan available on its website.

Once a school has adopted a plan, the school may obtain a prescription for epinephrine autoinjectors in the name of the school prescribed by a physician, advanced nurse practitioner, or physician assistant.

The school may authorize the school nurse or designated school personnel to do any of the following on school premises or at a Rocketship-sponsored activity:

- Provide an epinephrine auto-injector to a student to self-administer the epinephrine auto-injector in accordance with a prescription specific to the student that is on file with the school.
- Administer an epinephrine auto-injector to a student in accordance with a prescription specific to the student that is on file with the school.
- Administer an epinephrine auto-injector to a student or other person who the school nurse or designated school personnel in good faith believes is experiencing anaphylaxis in accordance with a standing protocol from a physician, an advanced practice nurse prescriber, or a physician assistant, regardless of whether the student or other person has a prescription for an epinephrine auto-injector. If the student or other person does not

have a prescription for an epinephrine auto-injector, or the person who administers the epinephrine auto-injector does not know whether the student or other person has a prescription for an epinephrine auto-injector, the person who administers the epinephrine auto-injector shall, as soon as practicable, report the administration by dialing 911.

In accordance with Wis. Stat. 118.2925(5), Rocketship Public Schools and its designated school personnel, and a physician, advanced practice nurse prescriber, or physician assistant who provides a prescription or standing protocol for school epinephrine auto-injectors, are not liable for any injury that results from the administration or self-administration of an epinephrine auto-injector under this policy, regardless of whether authorization was given by the student's parent or guardian or by the student's physician, physician assistant, or advanced practice nurse prescriber, unless the injury is the result of an act or omission that constitutes gross negligence or willful or wanton misconduct. The immunity from liability provided under this subsection is in addition to and not in lieu of that provided under Wis. Stat. 895.48.

Pursuant to Wis. Stat 218, this section also applies to epinephrine pre-filled syringes.

IV. Asthmatic Pupils

Pursuant to Wis. Stat. § 118.291(1r), a student with asthma may possess and use a metered dose inhaler or dry powder inhaler while at school, at a Rocketship-sponsored activity, or under the supervision of a Rocketship authority, if all of the following conditions are met:

- The student uses the inhaler before exercise to prevent the onset of asthmatic symptoms or uses the inhaler to alleviate asthmatic symptoms;
- Rocketship obtains the written approval of the student's physician and the written approval of the student's parent or guardian, in accordance with the requirements in Section I above.

In accordance with Wis. Stat. § 118.291(2), Rocketship and its personnel shall not be civilly liable for injury to a student caused by a Rocketship employee who prohibits a student from using an inhaler because of the employee's good faith belief that the requirements of Wis. Stat. 11.291(1r) had not been satisfied or who allows a student to use an inhaler because of the employee's good faith belief that the requirements of sub. (1r) had been satisfied.

V. Glucagon

In accordance with Wis. Stat. § 118.2925(2), a Rocketship employee, agent, or volunteer may administer glucagon to any student who Rocketship knows is diabetic and who appears to be experiencing a severe low blood sugar event with altered consciousness. As soon as practicable, Rocketship must report this administration to an emergency medical service provider.

VI. Resuscitation

Rocketship school employees are trained and expected to respond to emergency situations without discrimination. If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical"do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be communicated to staff.

VII. Storage of Medication

In accordance with Wis. Stat. § 118.29, any prescription or nonprescription drug supplied by a student's parent/guardian must be in the original manufacturer's package.

Nonprescription drugs must list the ingredients and recommended therapeutic dose. Prescription drugs must specify the name of the student, the name of the prescriber, the name of the prescription drug, the dose, the effective date, and the directions in a legible format.

VIII. Training

Training is required for any Rocketship employee or volunteer before he/she administers any non-prescription or prescription drug product in the following manners: injected into a student; inhaled by a student; rectally administered to a student; or administered into a nasogastric, gastronomy, or jejunostomy tube. Any such training must be approved by the Wisconsin Department of Education.

This training requirement does not apply to health care professionals or for cases in which medication is administered orally.

IX. Maintenance of Records

Rocketship will create and maintain a list of students with valid Medication Information Forms, including the emergency contact information for each student. The Principal may distribute the list among appropriate employees or agents.

X. Misuse

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

XI. Limitation of Liability
Pursuant to Wis. Stat. 118.29(2)(a)(3), Rocketship Public Schools and its employees and volunteers who administer non-prescription or prescription drug products to students under this policy are immune from civil liability for their acts or omissions unless (1) the act is in violation of the training requirements in this policy or (2) the act or omission constituted a high degree of negligence. This does not apply to health care professionals.

Additionally, Rocketship principal who authorize an employee or volunteer to administer a non-prescription or prescription drug product to a student under this policy is immune from civil liability for the act of authorization unless it constitutes a high degree of negligence or the principal authorizes a person who has not completed the required training under this policy.

Policy Appendix - Tennessee

Mandated Reporter Policy

In Tennessee, certain professionals are required to report known or suspected child abuse and neglect. School teachers, administrators, counselors and staff are legally mandated reporters. As an employee of a Rocketship Education school, or an employee of the Rocketship Network Support office who has regular contact with children, you are a Mandated Reporter.

This “Mandated Reporter Policy” is intended to inform Rocketship Education employees of their responsibilities and rights under Tennessee Code Annotated, Title 37, Chapter 1, Part 4, as well as the procedures for complying with the statute.

What Types of Abuse Must Be Reported?

Under state law, child abuse is defined as any wound, injury, disability, or physical or mental condition that is of such nature as to reasonably indicate that it has been caused by brutality, abuse, or neglect or that, on the basis of available information, reasonable appears to have been caused by such. For practical purposes, the descriptions of abuse under the California section of this handbook also apply in Tennessee.

Possible indicators of abuse or neglect may include:

- The child has repeated injuries that are not properly treated or adequately explained.
- The child begins acting in unusual ways ranging from disruptive and aggressive behaviors to passive and withdrawn behaviors.
- The child acts in the role of parent toward their brothers and sisters or even toward their own parents.
- The child may have disturbed sleep (nightmares, bed wetting, fear of sleeping alone, needing a nightlight, etc.).
- The child loses his/her appetite, overeats, or may report being hungry.
- There is a sudden drop in school grades or participation in activities.
- The child may act in stylized ways, such as sexual behavior that is not normal for his/her age group.

Procedures for Reporting:

1. The moment you have a reasonable cause to suspect abuse or neglect or the threat of abuse or neglect, you must immediately inform, by telephone or personally, the county department, a licensed child welfare agency or the police department of the facts and circumstances contributing to a suspicion of abuse.

2. In the Nashville Area, you can contact the: Department of Children's Services, Central Intake (877) 237-0004 or (877) 54ABUSE [(877) 542-2873] or Metro Nashville Police Department (615) 862-8600. If you feel that the child is in immediate danger, please dial 911.
3. Joint Knowledge

    1. It is the policy of Rocketship Education to report suspicion of abuse to the Principal of the school, unless the Principal is the subject of the suspicion. REMEMBER, reporting the information to a supervisor, principal, coworker or any other person shall not be a substitute for making a mandated report to one of the agencies specified above.
    2. All mandated reporters with knowledge should make a report.

3. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.

4. Reporting Abuse to Parents or Legal Guardians

    1. If a teacher, school official or other school personnel makes a report as required by this policy and has reasonable cause to assume that the abuse occurred on school grounds or while the child was under supervision or care of the school (including transportation to and from school), the Principal or Assistant Principal shall verbally notify the parent or legal guardian of the student that a report has been made. The Principal shall also provide other information relevant to the future well-being of the child while under the supervision or care of the school to the parent or legal guardian within twenty-four (24) hours. Such notice shall not be sent to any parent or legal guardian if there is reasonable cause to believe that such parent or legal guardian may be the perpetrator or in any way responsible for the child abuse or child sexual abuse. If the Principal is the suspected abuser, the reporting person shall make efforts not to involve the suspect in the conversation with the parent or guardian.
    2. Once notice is sent, the Principal shall provide to the parent or legal guardian all school information and records relevant to the alleged abuse or sexual abuse, if requested by the parent or legal guardian, provided such information is edited to protect the confidentiality and identity of the person who made the report, or other person whose life or safety may be endangered by the disclosure, and any information made confidential by federal law.

5. Within a six (6) hour period of reporting the neglect and/or abuse to the authorities, the reporting person(s) shall make a written summary of his/her report. One copy shall be retained in the Principal's office, unless the Principal is the suspected abuser, and the person making the report shall keep one copy. Nothing in the reporting procedures shall eliminate the staff member's legal responsibility to directly make a report to the authorities stated above.

What Should the Report Include?

A report of child abuse shall include, to the extent known, the following:

- The name, address and age of the child
- The name and address of the person(s) responsible for the care of the child
- The nature and extent of the abuse or neglect
- Any other pertinent information that may relate to the cause or extent of the abuse or Neglect.

Immunity and Confidentiality

By law, the person reporting in good faith shall be immune from any civil or criminal action and his/her identity shall remain confidential except when the juvenile court determines otherwise.

Abuse and neglect reports are not part of the educational record and shall be maintained separately from the educational record in a secured location. They are not subject to the disclosure and other requirements of the Federal Education Rights and Privacy Act (FERPA).

Failure to Report

Any person who knowingly fails to make a report required by § 37-1-403 commits a Class A misdemeanor.

Making False Reports

Any person who either verbally or by written or printed communication knowingly and maliciously reports, or causes, encourages, aids, counsels or procures another to report a false accusation of child sexual abuse or false accusation that a child has sustained any wound, injury, disability or physical or mental condition caused by brutality, abuse or neglect commits a Class E felony.

Student Dress Code

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit. Students are expected to wear the Rocketship uniform to school every day.

The Rocketship uniform consists of a khaki bottom (pants, shorts, dress, skirt, or skorts) and a dark purple collared shirt. Students may also wear a Rocketship polo shirt or t-shirt, which can be purchased from the school Office Manager. Shirts must be tucked in at all times, which Rocketship considers being “dressed for success.”

Students should also wear closed toe shoes. Sandals are not considered to be safe or appropriate for school.

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Thin strap shirts/blouses (thinner than two inches)
- Tank tops (including white, ribbed undershirts)

- Clothing or accessories that are sexually provocative
- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (e.g., red, blue, yellow, color) or prison culture, name insignia
- Attire with writing that degrades individuals or groups
- Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels over 2.5 inches high
- Underwear or undergarments that are visible
- Exposed midriff areas
- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces
- Hats, bandanas, non-religious head coverings
- Sunglasses may not be worn in the building, but may be worn outside to protect from the sun

Students who repeatedly do not come to school in uniform may lose privileges. In addition, Rocketship may contact the student's parent/guardian to discuss the dress code violation.

Discrimination, Harassment, Intimidation, and Bullying Policy

Statement of Non-Discrimination

Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, bullying, and sexual harassment are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship prohibits discrimination in all forms, inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. It does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic.

Rocketship adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004. Rocketship is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. Rocketship prohibits sexual harassment and harassment based upon

pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Rocketship does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Harassment and Retaliation Prohibited

Harassment is a form of discrimination and Rocketship is committed to maintain a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment and harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and State law. It prohibits harassment based upon race, color, religion, national origin, sex, age, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a complainant of an intrafamily offense, place of business or residence, credit information, gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth, reproductive health decisions, or related medical conditions, or any other basis protected by applicable law.

Prohibited Harassment includes, but is not limited to the following:

- Any unwelcome physical, verbal, nonverbal, or electronic conduct based on the aforementioned protected traits.
- Prohibited stalking involves a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Prohibited Sexual Harassment includes, but is not limited to the following:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or

communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.

- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances of a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

A hostile environment exists if the harassment is sufficiently serious that it denies or limits the complainant's ability to participate in or benefit from the school's program (e.g., skipping class, dropping out of an activity, having trouble concentrating in class).

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination, provided information, witnesses, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment - General. Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made in person, by mail, by telephone, or by email, using the complaint form attached below. A school employee who receives a report of discrimination that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation under Title IX, has knowledge or should reasonably know about the aforementioned violations should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps.

Reports of a Title IX Violation. Reports of alleged acts that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
350 Twin Dolphin Drive, Suite 109 Redwood City, CA 94056 rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainants about the investigation process, about their rights under Title IX and other relevant laws.

Confidentiality

To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

General Complaints of Discrimination and Harassment. Complaints of discrimination or harassment that do not involve allegations of Title IX violation or allegations of sexual harassment should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook..

Complaints under Title IX. Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer and an investigation of those complaints are conducted promptly and impartially pursuant to related Title IX Complaint Procedures outlined under the Notification of Rights and Assurances section of the Student/Parent Handbook.

Bullying Prevention

“Bullying” is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual

orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status.

Bullying behavior can be:

- Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
- Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
- Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion, and sending insulting messages or pictures by mobile phone or using the internet – also known as cyber bullying)

Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship Public School's policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) are described under the Notification of Rights and Assurances section of the Student/Parent Handbook.

Suspension and Expulsion

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to suspension or expulsion.

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

When disciplinary infractions occur, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued

except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations. It addresses grounds for suspension and expulsion; suspension and expulsion procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities.

I.Grounds for Suspension and Expulsion

In Tennessee, students may, at the discretion of the Principal in consultation with his/her manager, be suspended for any of the following offenses. Please note that if it is determined that a student has engaged in any of the following behaviors, the decision to suspend and/or recommend for expulsion is discretionary and in the judgment of the school Principal after considering all surrounding circumstances.

- Willful and persistent violation of the rules of the school;
- Immoral or disreputable conduct or vulgar or profane language;
- Violence or threatened violence against the person of any personnel attending or assigned to any public school;
- Willful or malicious damage to real or personal property of the school, or the property of any person attending or assigned to the school;
- Inciting, advising or counseling of others to engage in any of the acts enumerated above;
- Marking, defacing or destroying school property;
- Possession of a pistol, gun or firearm on school property;
- Possession of a knife and other weapons, as defined in T.C.A. § 39-17-1301 on school property;
- Assaulting a principal, teacher, school bus driver or other school personnel with vulgar, obscene or threatening language;
- Unlawful use or possession of barbital or legend drugs, as defined in T.C.A. § 53-10-101;
- One or more students initiating a physical attack on an individual student on school property or at a school activity, including travel to and from school or a school activity;
- Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school sponsored event;
- Any other conduct prejudicial to good order or discipline in any public school; and
- Off-campus criminal behavior that results in the student being legally charged with a felony and the student's continued presence in school poses a danger to persons or

property or disrupts the educational process.

Under Tennessee law, certain offenses are considered “zero tolerance” and will result in **mandatory expulsion**:

- A student determined to have brought to school or to be in unauthorized possession on school property of a firearm, as defined in 18 U.S.C. § 921, shall be expelled for a period of not less than one calendar year, except that the Board of Directors may modify this expulsion on a case-by- case basis.
- A student committing aggravated assault as defined in T.C.A. § 39-13-102 upon any teacher, principal, administrator, any other Rocketship employee.
- A student is unlawfully possessing any drug including any controlled substance, as defined in
  T.C.A. § 39-17-403 through § 39-17-415, controlled substance analogue, as defined by T.C.A. §
  39-17-454, or legend drug, as defined by T.C.A. § 53-10-101, shall be expelled for a period of not less than one calendar year, except that the Board of Directors may modify this expulsion on a case-by- case basis.

II. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference
Except in an emergency, a student shall not be suspended until that student has been advised of the nature of the student's misconduct, questioned about it, and allowed to give an explanation.

Notice to Parents/Guardians
Upon suspension of any student, other than for in-school suspension of one day or less, the principal shall, within twenty-four (24) hours, notify the parent or guardian and the director of schools or the director of schools' designee of:

- The suspension, which shall be for a period of no more than 10 days;
- The cause for the suspension; and
- The conditions for readmission, which may include, at the request of either party, a meeting of the parent or guardian, student and principal.

Suspension Time Limits

Suspension of a student should not be for more than 10 days. If the suspension is for more than five days, the principal shall develop and implement an intervention plan for improving the

behavior.

Rights During Suspension

The suspended student shall not be denied the opportunity to take any quarterly, semester or grading period examinations or to complete coursework missed during the suspension period.

III. Suspension in Excess of 10 School Days and Expulsion

10+ Day Suspension or Expulsion

If, at the time of the suspension, the Principal determines that an offense has been committed that would justify a suspension for more than 10 days or an expulsion, the person may suspend a student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable, or recommend expulsion of the student.

Delegation of Authority

The full authority of the Rocketship Public Schools Board of Directors ("Board") to hear and conduct appeals shall be granted to the Academic Affairs Committee, a committee of the Board (the "Committee"). The Committee shall consist of three directors of the Board.

Appeal

If the principal or assistant principal determines that a student has committed an offense that requires a suspension in excess of 10 school days or an expulsion, the principal shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision.

All appeals must be filed, orally or in writing, within five days after receipt of the notice and may be filed by the parent or guardian, the student or any person holding a teaching license who is employed by the school system if requested by the student.

The appeal of the decision of the principal or assistant principal shall be to a disciplinary hearing panel appointed by the Academic Affairs Committee. The disciplinary hearing panel shall consist of at least one licensed employee of the charter school.

The hearing shall be held no later than 10 days after the beginning of the suspension or recommendation for expulsion. The disciplinary hearing panel shall give written notice of the time and place of the hearing to the parent or guardian, the student and the school official who

ordered the suspension. If an employee requests a hearing on behalf of the student, notice shall be sent to the employee as well.

After the hearing, the disciplinary hearing panel may affirm the decision of the principal, order removal of the suspension unconditionally or upon such terms and conditions as it deems reasonable, expel the student, or suspend the student for a specified period of time.

Record of Hearing

The hearing officer or panel shall keep a written record of the proceedings, including a summary of the facts and the reasons supporting the decision. Each party shall be informed of the right to a complete record of the proceeding.

Appeal of Decision by Disciplinary Hearing Panel

The student or Principal, within five days of the decision, requests review by the Vice President of Schools. Absent a timely appeal, the decision shall be final.

The Vice President of Schools shall review the file and, within five days of receipt of the request to review, affirm the decision of the principal or order remove of the suspension or expulsion unconditionally or upon such terms and conditions as it deems reasonable. If the Vice President of Schools chooses to affirm the decision of the Principal, the student may, within five days of the decision, request review by the Academic Affairs Committee. Absent a timely appeal, the decision shall be final.

The Academic Affairs Committee, based upon a review of the record, may grant or deny a request for a hearing and may affirm or overturn the decision of the disciplinary hearing panel with or without a hearing before the Committee; provided, that the board may not impose a more severe penalty than that imposed by the disciplinary hearing panel without first providing an opportunity for a hearing before the Committee.

If the Committee conducts a hearing as a result of a request for review by a student, then, notwithstanding any provision of the open meetings laws compiled in title 8, chapter 44, or other law to the contrary, the hearing shall be closed to the public, unless the student or student's parent or guardian requests in writing within five days after receipt of written notice of the hearing that the hearing be conducted as an open meeting. The hearing shall take place no more than 21 days after receipt of the request for review.

If the Committee conducts a hearing as a result of a request for review by a student that is closed to the public, then the Committee shall not conduct any business, discuss any subject or take a vote on any matter other than the appeal to be heard.

The action of the Academic Affairs Committee shall be final.

Disciplinary Records

Rocketship Public Schools shall maintain records of all student suspensions and expulsions at Rocketship Schools.

Rehabilitation and Readmission

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

The decision to readmit a pupil who has been expelled from a Rocketship school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment.

The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon RSPS's capacity at the time the student seeks readmission.

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil’s previous school. The Principal shall make a recommendation following the meeting regarding his or her determination. The pupil's admission is also contingent upon RSPS's capacity at the time the student seeks admission.

IV.Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct a manifestation determination shall take place. “Change of Placement” includes a recommendation for expulsion or a cumulative removal of more than 10 school days in a school year. Rocketship, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by ,or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If Rocketship, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

3. Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

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

Due Process Appeals

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

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

Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

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

Procedures for Students Not Yet Eligible for Special Education Services

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

Rocketship shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Rocketship supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other Rocketship personnel, has expressed specific concerns about a
  pattern of behavior demonstrated by the child, directly to the director of special education or to other Rocketship supervisory personnel.

If the school knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents, however the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Rocketship shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Campus Access and Visitors

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the campus access points; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an individual from campus. “Campus” in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Campus Access Points

Whenever students are in the building, the front office, and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. Visitors will also be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.

All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

Loitering

Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. This includes children of staff members who are students at another school. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program.

Visitor Registration and Passes/Badges

- All visitors (including Rocketship Public Schools regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.

- If visitors are flagged with a sex offender offense, security will deny entry and connect them with school administrators. ***This will not prohibit families from picking up their student for dismissal if they are listed as an allowed pick-up person on the Powerschool pick up list.***
- The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the security guard, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. Rocketship regional/national staff ("Network Support") will receive a badge from the Regional Director of Operations. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets his/her badge, he/she will need to register with VisitU and obtain a Visitor's Pass from the front office or security.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if
  the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, law enforcement may be notified and he/she may be guilty of a misdemeanor.

Arranging for a Campus Visit

Visits during school hours should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment in advance and must be scheduled to take place during non-instructional time. Parents/guardians who want to visit a classroom during school hours should first obtain approval from the classroom teacher and the Principal or designee. Classroom observations should be requested in advance and are approved at the Principal or designee's discretion.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission. Failure to abide by this is a violation of this Policy and may subject a visitor to losing his/her privilege to be on campus in accordance with Section III above.

Visitor Conduct

All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules and policies while on the school premises. Visitors are strictly prohibited from having any physical contact with any student for any reason, including touching, grabbing, or holding a student. Visitors are also strictly prohibited from scolding, disciplining, or yelling at any student. If a visitor has a concern about a student's conduct, the visitor should promptly alert a Rocketship staff member.

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Withdrawing Consent for Individuals to be on Campus

Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual's possession or reasonable suspicion of an individual's possession of a firearm, an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the learning environment or in violation of Rocketship policy. Such actions will comply with any relevant state law requirements.

Withdrawal of consent is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to withdraw consent for a disruptive individual, and to do so, they must follow Rocketship's internal protocol and comply with all applicable laws. Principals may not withdraw consent for an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department. It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no barred individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the barring notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.

- Maintain an accurate and current list of individuals who have been issued a Withdrawal of Consent notice.
- Enforce the Withdrawal of Consent notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any prohibited individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the Withdrawal of Consent notice.

Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal, or who enters the premises (including parking lots, playground, sidewalks, and school building) without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period.

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Medication Administration Policy

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with Tennessee laws. This policy addresses the requirements for students who need to take medication during the school day, including required documentation, storage, and training for staff members. The policy also addresses the use of medication to treat designated health conditions including asthma, life-threatening allergies, seizures, and diabetes, as well as Rocketship's response to emergency medical situations.

I. Medication Administration Form

Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Administration Form. The Medication Administration Form must include:

- Written medical authorization, signed by a licensed health practitioner, that states:
    - The name of the student;
    - Emergency contact information for the student's parent/guardian;

    - Contact information for the student's licensed health practitioner;
    - The name, purpose, and prescribed dosage of the medication;
    - The frequency that the medication is to be administered;
    - The possible side effects of the medication as listed on the label;
    - The circumstances under which the medication may or must be administered;
    - Special instructions or emergency procedures;
    - In the case of self-administered medication, confirmation that the student has been instructed in the proper technique for self-administration of the medication and has demonstrated the ability to self-administer the medication effectively.
- Written authorization, signed by the student's parent/guardian, that states:
    - That a trained employee or agent of the school may administer medication to the student in accordance with all applicable Tennessee laws and regulations; or
    - in the case of self-administration, the student may possess and self-administer the medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation; and
    - that the name of the student may be distributed to appropriate school staff, as determined by the Principal.
- Written acknowledgment that any person assisting in the self-administration of medications to students or performing health care procedures, including administration of medication, shall not be liable in any court of law for any injury resulting from the reasonable and prudent assistance in the self-administration of medication or the reasonable performance of health care procedures, including administration of medications, if performed pursuant to this Policy. (T.C.A. § 49-50-1602(a)(3))

  Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Administration Form to Rocketship. All Medication Administration Forms must be updated at least annually.

  Any student with chronic or long-term illnesses or severe, life-threatening allergies will have an Individual Health Plan (IHP) that is reviewed at least annually. The IHP will include all relevant information about the student's condition as well as the student's knowledge about his/her condition, the student's self-care abilities, and any modifications needed to enhance the student's learning and prevent emergencies. The IHP will be approved by a registered nurse.

II. Assistance with Student Self-Administration of Medication

With proper documentation as described in this policy, students may possess and self-administer medication on campus. This includes prescribed anaphylaxis medication and prescribed, metered dosage asthma-reliever inhalers for any student with asthma, as further described in Section IV (Special Health Conditions) below.

Pursuant to T.C.A. § 49-50-1602(a)(1), Rocketship employees may assist students with the self-administration of medication under the following conditions:

- The student must be competent to self-administer non-prescription or prescription medication with assistance;
- The student's condition, for which the medication is authorized or prescribed, must be stable;
- The self-administration of the medication must be properly documented;
- The student's parent/guardian must be give permission in writing for school personnel to assist with self-administration of medication, as further described in Section II above; and
- Assistance with self-administration shall primarily include storage and timely distribution of medication.
- The guidelines set forth in this policy must be followed.

Medications should be limited to those required during school hours and necessary to maintain the student's enrollment and attendance in school. The student should be able to identify his/her medication and articulate the reason the medication is to be used.

The individual assisting with the medication self-administration must visually observe the student self-administer the medication OR, in the case of a cognitively competent but physically challenged student, perform that portion of self-administration for which the student is physically incapable.

The parent/guardian shall be responsible at the end of the treatment regimen for removing any unused medication from the school. When the duration of the medication is complete or out-of-date, Rocketship will notify the parent/guardian and request that the medication be picked up. After proper notification, if the medication is not picked up within 14 days, the medication shall be destroyed in accordance with local environmental protocols under the supervision of the Principal, documented and witnessed by at least one other school staff member.

III. Medication Administration and Health Care Procedures

Administration of Medication
The purpose of administering medications in school is to help each child maintain an optimal state of health to enhance his or her education. Medications should be limited to those required during school hours and necessary to provide student access to the educational program.

All prescription medications given at school shall meet the following requirements:

- Be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.

- Be brought to school in the original, pharmacy-labeled container displaying the child's name; prescription number; medication name and dosage; administration route or other directions; date; licensed prescriber's name; pharmacy name, address, and phone number.
- Correspond to a written Medication Administration Form (described in Section II above).
- Be renewed at least annually.
- Have written authorization from the licensed prescriber and parent when there are changes in the prescription medication (i.e. change in time, dose, addition, discontinuation).

All non-prescription medications given in school must be brought in with the original label listing the ingredients, dose schedule, and child's name. Each dosage must be documented.

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has

- a note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND
- a written statement from a parent/guardian permitting the use of the remedy at the school.

Procedures Done By Licensed Health Care Professional

Tennessee law requires that a licensed health care professional perform any health care procedure that a student is not capable or competent to perform. Procedures should be documented and show compliance with standard nursing guidelines. Documentation should include the name of the procedure, name of the person performing the procedure, date, time, results of the procedure or the reason the procedure was omitted. A prescriber's orders and parental authorization are required for any health care procedures performed by a licensed health care professional in the school setting.

Procedures Done by Unlicensed Assistive Personnel

Activities that are commonly deemed to be "activities of daily living" do not need to be performed by a licensed health care professional. Activities that can be performed by unlicensed assistive personnel or a teaching assistant may include, but are not limited to, the following: toileting; bathing; diapering; dressing; feeding; positioning; application and removal of protective and supportive devices; recording intake and output; vital signs.

In general, physician's orders and parental authorization are not needed for activities of daily living, although some activities may require a competency evaluation by a registered nurse or therapist.

IV. Use of Designated Medications and Emergency Procedures

In addition to the requirements listed above, Tennessee law contains certain requirements for the use of designated medications to treat certain health conditions at schools, including (as further described below, respectively) asthma inhalers, anti-seizure medication, epinephrine, and diabetes-related care.

Asthma Inhalers
Pursuant to T.C.A. 49-50-1602(c), Rocketship is required to permit possession and self-administration of a prescribed, metered dosage asthma-reliever inhaler by any asthmatic student if the student's parent or guardian (A) provides to the school written authorization for student possession and self-administration of the inhaler; and (B) provides a written statement from the prescribing health care practitioner that the student suffers from asthma and has been instructed in self-administration of the prescribed, metered dosage asthma-reliever inhaler. The statement must also contain the following information:

- The name and purpose of the medication;
- The prescribed dosage;
- The time or times the prescribed inhaler is to be regularly administered, as well as any additional special circumstances under which the inhaler is to be administered; and
- The length of time for which the inhaler is prescribed

These statements shall be kept on file in the office of the school nurse or school administrator.

Rocketship shall inform the student's parent or guardian that the school and its employees and agents shall incur no liability as a result of any injury sustained by the student or any other person from possession or self-administration of the inhaler. The student's parent or guardian shall sign a statement acknowledging that, except in cases of school or employee negligence, the school shall incur no liability and the parent or guardian shall indemnify and hold harmless the school and its employees against any claims relating to the possession or self-administration of the inhaler.

The permission for self-administration of the prescribed, metered dosage asthma-reliever inhaler shall be effective for the school year in which it is granted and must be renewed each following school year upon fulfilling the requirements of this section. Rocketship may suspend or revoke the student's possession and self-administration privileges if the student misuses the inhaler or makes the inhaler available for usage by any other person.

Anti-Seizure Medications

In accordance with T.C.A. § 49-50-1602(g), Rocketship staff members may volunteer to administer anti-seizure medications, including diazepam gel, to a student in an emergency situation in accordance with that student's IHP. Any such volunteer must be trained by a registered nurse employed or contracted by Rocketship. Rocketship will not require or coerce any staff member to serve as a volunteer.

The decision of whether to permit Rocketship staff to serve as volunteers to administer anti-seizure medication will be made annually by Principals in consultation with their supervisors. The decision will be based on the needs of the students enrolled at the campus during a given school year. The required training conducted under this policy must be done as soon as possible should Rocketship decide to allow volunteer staff to administer anti-seizure medication, and shall be repeated at least annually if the campus continues to need designated volunteers.

Prior to the administration of any anti-seizure medication to a student by volunteer school personnel or a school nurse in an emergency situation, the student's parent/guardian shall provide the school with written authorization to administer the medication at school in accordance with Section I of this policy. As required by T.C.A. § 49-50-1602(g)(10), the school nurse or Office Manager will inform the student's parent/guardian at least one month prior to the expiration date of any medication being stored at the school.

At least one school employee must serve as a witness on any occasion that a trained volunteer administers anti-seizure medication during an emergency situation, unless a witness is not available within the time limit for administration. If a school nurse is available on site, and is able to reach the student within the time limit for administration, then the nurse must administer the medication.

Pursuant to T.C.A. § 49-50-1602(g)(11), a student's parent/guardian who has given the school written authorization to administer anti-seizure medication must notify the Principal or school nurse if anti-seizure medication, or certain prescription or over-the-counter medications as specified in the student's IHP, are administered to the students at a time when the student is not present at school. The notification should be given before or at the beginning of the next school day following the administration of medication.

Epinephrine

Under T.C.A. § 49-50-1602(e)(1), a student with anaphylaxis is entitled to possess and self-administer prescription anaphylaxis medication while at school if the following conditions are met:

- The prescription anaphylaxis medication has been prescribed for the student as indicated by the prescription label on the medication;

- The self-administration is done in compliance with prescription or written instructions from the student's physician or other licensed health care provider; and
- The student's parent/guardian has provided the school with written authorization in accordance with Section I of this policy.
- The student's parent/guardian has provided the school with a written statement that releases Rocketship and its employees from liability for an injury arising from the student's self-administration while on school property or at a school-sponsored activity, except in cases of wanton or willful misconduct.
- The student's physician or other licensed health care provider provides a signed written statement that supports a diagnosis of anaphylaxis; identifies any food or other substances to which the student is allergic; describes any prior history of anaphylaxis; lists any medication prescribed to the student for the treatment of anaphylaxis details emergency treatment procedures in the event of a reaction; lists the signs and symptoms of a reaction; assesses the student's readiness for self-administration of prescription medication; and provides a list of substitute meals that may be offered by school food service personnel.

Pursuant to T.C.A. 49-50-1602(f)(2), Rocketship schools in Tennessee are authorized to maintain at the school epinephrine auto-injectors so that epinephrine may be administered to any student believed to be having a life-threatening allergic or anaphylactic reaction. A physician may prescribe epinephrine auto-injectors in the name of Rocketship Public Schools to be maintained for use in schools when necessary. In accordance with T.C.A. 49-50-1602(f)(2)(E), any physician who prescribes epinephrine to the school shall not be held responsible if a student is harmed due to the administration of epinephrine, unless the physician has issued the prescription with intentional disregard for safety.

When a student does not have an epinephrine auto-injector or prescription for an epinephrine auto-injector on file, the school nurse or other trained personnel may utilize the school supply of epinephrine auto-injectors to respond to an anaphylactic reaction. If a student is harmed due to such administration, the school nurse or trained employee shall not be held responsible for injury unless the school nurse or employee administered the epinephrine with intentional disregard for safety.

Training shall be conducted by a licensed health care professional in accordance with guidelines set forth by the Tennessee Department of Education.

The decision of whether to maintain epinephrine auto-injectors on Rocketship school campuses in Tennessee will be made by the Vice President of Operations. The decision will be reviewed at least annually.

Diabetes Care

In accordance with T.C.A. § 49-50-1602(d), Rocketship staff members may volunteer to assist with

the care of students with diabetes in accordance with that student's IHP. Such assistance can only occur if a student's parent/guardian and the student's personal health care team must have developed a medical management plan that lists the health services needed by the student at school and is signed by the student's physician, nurse practitioner, or physician assistant. Parent/guardians must also complete all required documentation under Section I of this policy.

Any volunteer who assists with diabetes care must be trained by a registered nurse employed or contracted by Rocketship. Rocketship will not require or coerce any staff member to serve as a volunteer.

The decision of whether to permit Rocketship staff to serve as volunteers to assist with diabetes care will be made annually by Principals in consultation with their supervisors. The decision will be based on the needs of the students enrolled at the campus during a given school year. The required training conducted under this policy must be done as soon as possible should Rocketship decide to allow volunteer staff to administer anti-seizure medication, and shall be repeated at least annually if the campus continues to need designated volunteers.

If a school nurse is on site and available, then the nurse must provide diabetes assistance rather than trained volunteers. Additionally, the school nurse has the primary responsibility of maintaining all student health records.

Under T.C.A. § 49-50-1602(d)(7), upon written request of a parent/guardian, and if included in the student's medical management plan and IHP, a student with diabetes may be permitted to perform blood glucose checks, administer insulin, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of the student's diabetes at school, and shall be permitted to possess all necessary diabetes monitoring and treatment supplies on the student's person.

First-Aid Emergencies
Rocketship will maintain certain first-aid products on hand. Rocketship staff will receive first-aid training at least annually.

Resuscitation
School employees are trained and expected to respond to emergency situations without discrimination. If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical"do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be communicated to staff.

V. Staffing and Training

All training of school personnel providing assistance with self-administration of medications shall be done by a registered nurse employed or contracted by Rocketship. Training for school personnel in the assistance with self-administration of medication shall be repeated annually.

VI. Storage of Medication

All individual students' medications must be put in a leak proof container and stored in a secure or locked area. Medications must be kept no longer than the expiration date or end of the school year, whichever is sooner. Access to stored medication and medication cabinet keys must be limited to school personnel authorized to administer medications.

Emergency medications must be kept in a secure area readily available for timely, emergency use. In accordance with T.C.A. 49-50-1602(f), if the school keeps epinephrine auto-injectors, these must be secure areas that are unlocked.

VII. Maintenance of Records

Each dose of medication shall be documented, including the date, frequency, time, dosage, route and the signature of the person assisting the student in self-administration. In the event that a dosage is not administered as ordered (i.e. missed dose), or any other medication error occurs, a Medication Error Form must be filled out. The school nurse and the student's parent/guardian must be notified in the event of a medication error as well.

VIII. Misuse

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

IX. Limitation of Liability

Under Tennessee law, trained volunteer school personnel administering medication under this policy, as well as any registered nurse who provides training to administer such medications and the Board authorizing such training, shall not be liable in any court of law for injury resulting from the reasonable and prudent assistance in the administration of such medications, if performed pursuant to the policies and guidelines developed by the departments of health and education and approved by the applicable regulatory or governing boards or agencies.

Student Discipline

Rocketship promotes positive behavior at school and aims to create learning environments that are more consistent, predictable, positive, and safe. We clearly define behavioral expectations and consequences, create systems for recognizing and reinforcing positive behaviors, and provide our students with social-emotional learning.

Students will be subject to disciplinary action if they engage in prohibited conduct while on school property, when attending any school-sponsored activity or while in transit going to or coming from a Rocketship campus. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

If students do not respond to our positive behavior supports or classroom management systems, Rocketship may take alternative in-school disciplinary action.

In-school Disciplinary Actions
Rocketship relies on proactive, preventive supports to promote positive behavior at school. Rocketship has implemented a *Positive Behavior Interventions and Supports (PBIS)* framework in all schools. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe. Key PBIS practices include clearly defined behavioral expectations and consequences, systems for recognizing and reinforcing positive behaviors, data-based decision making, multi-tiered systems of support, and the implementation of core social-emotional learning curricula.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

In the event that Rocketship's PBIS infrastructure and classroom management systems are insufficient to prevent disciplinary infraction, or a disciplinary infraction is serious enough to immediately warrant additional discipline, Rocketship may take alternative in-school disciplinary action. These actions depend on the circumstances of the offense and may include, but are not limited to, the following:

- Sending the student to the Principal's office.
- Excluding the student from classroom activities or privileges through a "time out" or temporary placement in another classroom.
- Calling or writing/emailing the student's parent/guardian.

- Arranging a conference with the student, parent, teacher and/or administrator.
- Implementing an individualized behavior plan for the student.
- Implementing counseling sessions with a designated staff member.
- Sending the student to a peer mediation.
- Requiring that the student complete a reflective essay or assignment.
- Requiring that the student take actions to counteract/ameliorate a problem (i.e., fixing something the student broke).
- Referring the student to a Student Support Team.
- Restricting the student's participation in after-school/extra-curricular activities or field trips.
- Holding the student for detention or additional instructional time during lunch or before/after school.
- Confiscating inappropriate items related to the disciplinary infraction.

Corporal punishment shall not be used as a disciplinary measure against any student. "Corporal punishment" includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, "corporal punishment" does not include an employee's use of force, restraint and/or seclusion that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

As described above, severe infractions that threaten the safety or health of students, staff or others, may be cause for suspension or expulsion, as outlined in Rocketship's Suspension and Expulsion Policy.

Policy Appendix - Washington, D.C.

Mandated Reporter

Mandated Reporter Obligations
Personnel Required to Make a Report: Pursuant to DC Code §4-1321.02(b), all school officials, teachers, nurses, coaches, social service workers, mental health professionals, and other Rocketship staff members are required to report abuse and neglect in accordance with Section II of this policy. As an employee of a Rocketship Education school, or an employee of the Rocketship Network Support office who has regular contact with children, you are a Mandated Reporter.

When Must You Report?
Rocketship personnel described in the Section above must make a report when they know or suspect that a child known to them in their professional or official capacity has been or is in immediate danger of being suspected of any of the following:

Mental Injury
Harm to a child's psychological or intellectual functioning due to another individual's acts or omissions.

Physical Abuse
Physical harm or threatened harm to a child, other than by accident, perpetrated by another Individual.

Physical assault
Any physical contact with another person without their consent.

Neglect
Harm or threatened harm to a child's health or welfare due to a parent or caregiver's failure to provide adequate food, shelter, clothing, medical care, or access to education.

Sexual Abuse
Sexual contact or sexual penetration with a child.

Sexual Exploitation
Allowing, permitting, or encouraging a child to engage in prostitution or to be depicted in a sexual act.

Sexual Assault
Illegal sexual contact that usually involves force or that is inflicted upon a person who is incapable of giving consent (because of age or physical or mental incapacity).

Exposure to illegal drug-related activity
Ingestion of illegal drugs due to guardian's negligence or regular exposure to illegal drug-related activity in the home.

Exposure to domestic violence
Witnessing physical, sexual, and/or psychological abuse to an individual perpetrated by that individual's current or former intimate partner.

Additionally, personnel must make a report when they know or suspect that a student has been injured by a bullet, knife, or other sharp object. Personnel must also report any suspected corporal punishment committed by another staff member. Reports must be made immediately upon learning of the suspected abuse or neglect. Personnel must make a report when they suspect a student is being subjected to abuse or neglect, even if they are not conclusively sure. Personnel cannot be punished or disciplined for the good faith filing of a report required by the mandated reporter law or for cooperating with an investigation.

Procedures for Reporting
Reports must be made to either the D.C. Metropolitan Police Department (MPD) or the Child and Family Services Agency (CFSA) at (202)671-SAFE (7233).

After making a report to MPD or CFSA, personnel must notify the school principal so that he/she can fulfill his/her legal obligation to also file a report (described below). Personnel must refrain from investigating the suspected abuse themselves, including any questioning of the suspected victim, abuser, or witnesses. If a staff member believes that someone else has already reported the alleged abuse or neglect, he/she must still file a report with MDP or CFSA. Notifying the Principal or other school personnel does not satisfy a staff member's legal obligation to file a report. Pursuant to DC Code § 4-1321.02(b), both the person who initially suspects the abuse or neglect and the school principal (or a designee of the principal) must report each suspected instance of abuse or neglect.

Consequences for Failing to File a Report
The penalty under DC law for failing to make a report is a fine of up to $300 or imprisonment for up to ninety (90) days, or both.

Student Dress Code

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit. Students are expected to wear the Rocketship uniform to school every day.

The Rocketship uniform consists of any khaki bottom (pants, shorts, dress, skirt, or skorts) and a dark purple polo shirt. Students may wear a Rocketship polo, which can be purchased from the campus' Office Manager. Shirts must be tucked in at all times, which Rocketship considers being "dressed for success."

Students should also wear closed toe shoes. Sandals are not considered to be safe or appropriate for school.

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Spaghetti straps (smaller than two inches, or the width of a credit card)
- Tank tops (including white, ribbed undershirts)
- Clothing or accessories that are sexually provocative
- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (red or blue color) or prison culture name insignia
- Attire with writing that degrades individuals or groups
- Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels over 2.5 inches high
- Underwear or undergarments that are visible
- Tops that show the midriff area
- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces
- Bandanas, hairnets, headbands, doo rags, and non-Marshall hats (also includes beanies, baseball caps, etc.)

- Sunglasses or Marshall hats may not be worn in the building, but may be worn outside to protect from the sun

Students who repeatedly do not come to school in uniform may lose privileges. In addition, Rocketship may contact the student's parent/guardian to discuss the dress code violation.

Discrimination, Harassment, Intimidation and Bullying Policy

Statement of Non-Discrimination
Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, bullying, and sexual harassment are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship prohibits discrimination in all forms, inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. It does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic.

Rocketship adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004. Rocketship is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. Rocketship prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Rocketship does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship

will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Harassment and Retaliation Prohibited[5]

Harassment is a form of discrimination and Rocketship is committed to maintain a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment and harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and D.C. law. It prohibits harassment based upon race, color, religion, national origin, sex, age, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a complainant of an intrafamily offense, place of business or residence, credit information, gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth, reproductive health decisions, or related medical conditions, or any other basis protected by applicable law.

Prohibited Harassment includes, but is not limited to the following:

- Any unwelcome physical, verbal, nonverbal, or electronic conduct based on the aforementioned protected traits.
- Prohibited stalking that involves a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Prohibited Sexual Harassment includes, but is not limited to the following:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.
- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances of a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

[5] This policy is intended to fulfill responsibilities under the School Safety Omnibus Amendment Act of 2018 (SSOAA).

A hostile environment exists if the harassment is sufficiently serious that it denies or limits the complainant's ability to participate in or benefit from the school's program (e.g., skipping class, dropping out of an activity, having trouble concentrating in class).

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination, provided information, witnesses, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment - General. Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made in person, by mail, by telephone, or by email, using the complaint form attached below. A school employee who receives a report of discrimination that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation under Title IX, has knowledge or should reasonably know about the aforementioned violations should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps.

Reports of a Title IX Violation. Reports of alleged acts that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
350 Twin Dolphin Drive,
Suite 109 Redwood City, CA
94056 rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainants about the investigation process, about their rights under Title IX and other relevant laws.

Confidentiality

To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

General Complaints of Discrimination and Harassment. Complaints of discrimination or harassment that do not involve allegations of Title IX violation or allegations of sexual harassment should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook..

Complaints under Title IX. Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer and an investigation of those complaints are conducted promptly and impartially pursuant to related Title IX Complaint Procedures outlined under the Notification of Rights and Assurances section of the Student/Family Handbook.

Bullying Prevention

Bullying can have a harmful social, physical, psychological, and academic impact on victims, bystanders, and bullies. Bullying at Rocketship is strictly prohibited and will not be tolerated. “Bullying” includes discrimination; harassment; intimidation; and bullying based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, or perceived characteristics. Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship Public School’s policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) are described under the Notification of Rights and Assurances section of the Student/Family Handbook.

Suspension and Expulsion Policy

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to suspension or expulsion.

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

In-School Suspension

In-school suspension ("ISS") provides an alternative to out-of-school suspension. ISS allows students to be counted present and provides an in- school opportunity for them to complete and receive credit for class assignments. During ISS, students will complete schoolwork in a location separate from their class. ISS is not intended to be an alternative to or long-term replacement of the student's regularly scheduled class.

ISS may be used in the event that a student is engaging in prohibited conduct that is making the classroom environment physically or emotionally unsafe for other students or that severely disrupts a class or school-sponsored activity;

Only the Principal or Assistant Principal, with prior approval from his/her supervisor, shall assign a student to ISS. Students assigned to ISS must have written notification of the date and duration of the ISS assignment. Assignment to ISS and the scheduling of the days assigned are at the Principal's discretion.

Principals should place the student in ISS as soon as possible after the infraction is reported. The principal will ensure that:

- Students assigned to ISS are provided a safe, positive environment
- Students assigned to ISS are properly supervised; and
- Students assigned to ISS are allowed to complete class work assigned during his/her placement in ISS.
- All class work for students is obtained, academic assistance is provided as necessary, and completed work is returned to the student's classroom teacher.
- Activities of academic value are provided for the student when the classroom teacher's work is not provided or is insufficient for ISS time assigned.
- Additionally, classroom teachers will:
- Provide classwork commensurate to the work missed for a student in ISS.

- Record a student in ISS as present. There will be no attendance-related penalty for assignment to ISS.
- Evaluate the student's work completed in ISS and give credit for work completed in ISS.
- Ensure that students in ISS receive credit for attendance and full credit for work completed.

The student's parent/guardian must be notified of a student's assignment to ISS at the time that the ISS placement is scheduled. The Principal should contact a parent/guardian by phone or in-person meeting. If the parent/guardian cannot be reached in this manner, the Principal or his/her designee may make contact through e-mail.

Out of School Suspensions and Expulsion

When disciplinary infractions occur on campus, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations. It addresses grounds for suspension and expulsion; suspension and expulsion procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities.

Grounds for Suspension and Expulsion

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

Pursuant to the Student Fair Access to School and Clarification Amendment of 2019, no student in grades K-5 may be subject to an out-of-school suspension or disciplinary unenrollment (i.e. expulsion), unless a school administrator determines, consistent with the procedures outlined in this policy, that the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, including behavior that happens off school grounds. Please note that if it is determined that a student has engaged in any of the following behaviors, the decision to suspend and/or recommend for expulsion is discretionary and in the judgment of the school Principal after considering all surrounding circumstances.

Types of conduct that could lead to suspension or expulsion include, but are not limited to:

- Assault with a weapon;
- Assault/physical attack on student or staff
- Commission or attempted commission of any act of sexual assault or sexual aggression Fighting which results in a serious physical injury
- Inciting others to violence or disruption
- Persistent Harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business
- Use, threatened use, or transfer of any weapon
- Arson
- Any other intentional use of violence, force, coercion, threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of Rocketship Public Schools

For the purposes of this policy, the following definitions apply:

"Bodily injury" means a cut, abrasion, bruise, burn, or disfigurement; physical pain; illness; impairment of the function of a bodily member, organ, or mental faculty; or any other injury to the body, no matter how temporary.

"Disciplinary unenrollment" means the expulsion or involuntary transfer of a student from a school.

"Emotional distress" means mental suffering or distress that requires more than trivial treatment or counseling.

"Expulsion" means the removal of a student from the student's school of enrollment for disciplinary reasons for the remainder of the school year or longer, in accordance with local education agency policy.

"In-school suspension" means temporarily removing a student from the student's regular class schedule as a disciplinary consequence, during which time the student remains on school grounds under the supervision of school personnel who are physically in the same location as the student.

"Involuntary dismissal" means the removal of the student from school attendance for less than 1/2 of a school day for disciplinary reasons, during which time the student is not under the supervision of school personnel and is not allowed on school grounds.

"Out-of-school suspension" means the temporary removal of a student from school attendance to another setting for disciplinary reasons, during which time the student is not under the supervision of the school's personnel and is not allowed on school grounds. The term "out-of-school suspension" includes an involuntary dismissal. For students with disabilities, the term "out-of-school suspension" includes a removal in which no individualized family service plan or individualized education plan services are provided because the removal is 10 days or fewer as well as removals in which the student continues to receive services according to the student's individualized family service plan or individualized education plan.

Out of School Suspension Procedures

A suspension is a temporary dismissal of a student from the regular school program and school-sponsored events for the allotted time assigned by a school administrator. Suspensions can range from one to five school days, depending on the seriousness of the violation. In accordance with D.C. law, students may not be suspended for more than 20 cumulative school days in an academic year. Students are expected to complete all work assigned while they serve their suspension.

Suspensions at Rocketship will adhere to the following procedures:

a) Hearing

When feasible, suspension will be preceded by a hearing conducted by the Principal or designee with the student and his/her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal. The hearing may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a

student is suspended without this hearing in an emergency situation, both the parent/guardian and student shall be given the opportunity to a hearing within two school days.

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

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

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

b) Notice to Parents/Guardians

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

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

c) Suspension Time Limits/Recommendation for Expulsion

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

Upon a recommendation of expulsion by the Principal or Principal's designee, the student and the student's parent/guardian or representative will be invited to a second conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the

Principal or designee upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

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

d) Suspension Appeals

The parent/guardian of a student shall have the right to appeal any out-of-school suspension decision to the direct supervisor of the school Principal. The request to appeal must be made in writing and shall be submitted to the supervisor within one business day of the parent being made aware of the decision to suspend the student. The appeal shall be considered by the Supervisor in a timely manner. The student shall not be kept out of school while the appeal is pending, provided that the student is not considered to be a danger to others during that time. Any decision made on appeal shall be final.

Expulsion Procedures

An expulsion is the permanent dismissal of a student from the Rocketship program. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school. The full authority of the Rocketship governing Board of Directors ("the Board") to hear and conduct expulsions shall be granted to the Academic Affairs Committee, a committee of the Board. The Academic Affairs Committee shall consist of three board members. The Academic Affairs Committee may expel any student found to have committed an expellable offense as listed in Section II above. Instead of conducting the hearing itself, the Academic Affairs Committee may appoint an impartial administrative panel of three or more persons, none of whom is a member of the Board or employed on the staff of the school in which the student is enrolled.

a) Hearing

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

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

Written notice of the hearing shall be forwarded to the student and the student's

parent/guardian before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

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

b) Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

c) Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel and decision by the Board to expel must be supported by a preponderance of the evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and written declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable

risk of physical or psychological harm.

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

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

d) Written Notice to Expel

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

- notice of the specific offense committed by the student and
- notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.

e) Right to Appeal

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

f) Expelled Students/Alternative Education

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

g) Rehabilitation and Readmission

At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in

conjunction with Rocketship staff, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may be reviewed for readmission to a Rocketship school.

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

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil's previous school. The Principal shall make a recommendation following the meeting regarding his or her determination. The pupil's admission is also contingent upon RSPS's capacity at the time the student seeks admission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

a) Services During Suspension

Students with disabilities pursuant to the Individuals with Disabilities Act ("IDEA") suspended for more than ten school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

b) Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination shall take place. “Change of Placement” includes a recommendation for expulsion, consecutive removal of more than ten school days, or a cumulative removal of more than ten school days in a school year. Rocketship, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or (2) the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
- If Rocketship, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
- If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:
- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior;
- Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.
- If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to

students without disabilities.

c) Due Process Appeals

If the parent of a child with a disability disagrees with any decision regarding a disciplinary change in placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent or school may request an expedited administrative hearing through the regional administrative hearing office.

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

d) Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC § 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury upon a person while at school, on school premises, or at a school function.

e) Interim Alternative Educational Setting

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

f) Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Rocketship's behavioral policies may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

g) Rocketship shall be deemed to have knowledge that the student had a disability if one of the following conditions exists prior to the behavior at issue: The parent of the child expressed concern in writing to supervisory or administrative personnel of Rocketship, or a teacher of the child, that the child is in need of special education and related services;
    - The parent of the child requested an evaluation of the child pursuant to §§ 300.300 through 300.311; or
    - The teacher of the child, or other Rocketship personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

If the school knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the disciplinary protections available to IDEA-eligible children with disabilities.

If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Rocketship shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Campus Access and Visitor Policy

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the campus access points; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an

individual from campus. “Campus” in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Campus Access Points

Whenever students are in the building, the front office, and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. Visitors will also be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.

All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

Loitering

Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. This includes children of staff members who are students at another school. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program.

Visitor Registration and Passes/Badges

- All visitors (including Rocketship Public Schools regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.
- If visitors are flagged with a sex offender offense, security will deny entry and connect them with school administrators. ***This will not prohibit families from picking up their student for dismissal if they are listed as an allowed pick-up person on the Powerschool pick up list.***
- The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the

visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.

- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the security guard, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. Rocketship regional/national staff ("Network Support") will receive a badge from the Regional Director of Operations. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets his/her badge, he/ she will need to register with VisitU and obtain a Visitor's Pass from the front office or security.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, law enforcement may be notified and he/she may be guilty of a misdemeanor.

Arranging for a Campus Visit

Visits during school hours by non-Network Support or other Rocketship staff members should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment in advance and must be scheduled to take place during non-instructional time. Parent/guardians who want to visit a classroom during school hours should first obtain approval from the classroom teacher and the Principal or designee. Classroom observations should be requested in advance and are approved at the Principal or designee's discretion.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission. Failure to abide by this is a violation of this Policy and may subject a visitor to losing his/her privilege to be on campus in accordance with Section III above.

Visitor Conduct

All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules and policies while on the school premises. Visitors are strictly prohibited from having any physical contact with any student for any reason, including touching, grabbing, or holding a student. Visitors are also strictly prohibited from scolding, disciplining, or yelling at any student. If a visitor has a concern about a student's conduct, the visitor should promptly alert a Rocketship staff member.

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Barring Individuals from Campus

Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual's possession or reasonable suspicion of an individual's possession of a firearm, in violation of Section § 22–4502.01 of the D.C. Code (which prohibits possession of a firearm in all areas within 1000 feet of a public school), an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the learning environment or in violation of Rocketship policy. Such actions will comply with any relevant state law requirements.

Barring is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to bar a disruptive individual, and to do so, they must follow Rocketship's internal protocol and comply with all applicable laws. Principals may not bar an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department. It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no barred individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the barring notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.
- Maintain an accurate and current list of individuals who have been issued a barring notice.
- Enforce the barring notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any barred individual off school grounds using combative language, tone, or action.

- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the barring notice.

Refusal to Leave Campus
Anyone who refuses to leave after being asked by the Principal, or who enters the premises (including parking lots, playground, sidewalks, and school building) without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period.

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Medication Administration Policy

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with DC laws. This policy addresses the requirements for students who need to take medication during the school day, including required documentation and training for staff members. The policy also addresses emergency medical situations and the use of epinephrine auto-injectors and asthma inhalers on campus.

I. Student Possession and Self-Administration of Medication
A student may possess and self-administer medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation, in order to treat asthma, anaphylaxis, or other illness; provided that the student's parent/guardian has submitted a Medication Action Plan and adheres to all other procedures and requirements, as outlined in this policy.

II. Medication Action Plan
In accordance with DC Code § 38-651.03, before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Action Plan. The Medication Action Plan must include:

- Written medical authorization, signed by a licensed health practitioner, that states:
    - The name of the student;
    - Emergency contact information for the student's parent/guardian;
    - Contact information for the student's licensed health practitioner;

    - The name, purpose, and prescribed dosage of the medication;
    - The frequency that the medication is to be administered;
    - The possible side effects of the medication as listed on the label;
    - Special instructions or emergency procedures;
    - In the case of self-administered medication, confirmation that the student has been instructed in the proper technique for self-administration of the medication and has demonstrated the ability to self-administer the medication effectively.
- Written authorization, signed by the student's parent/guardian, that states:
    - That a trained employee or agent of the school may administer medication to the student in accordance with all applicable DC laws and regulations; or
    - in the case of self-administration, the student may possess and self-administer the medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation; and
    - that the name of the student may be distributed to appropriate school staff, as determined by the Principal.
- Written acknowledgment that the District of Columbia, Rocketship Public Schools, or an employee or agent of Rocketship Public Schools shall be immune from civil liability for the good-faith performance of responsibilities related to this Policy; except that no immunity shall extend to criminal acts, intentional wrongdoing, gross negligence, or wanton or willful misconduct.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Action Plan to Rocketship. All Medication Action Plans must be updated at least annually.

III. Staff Administration of Medication

Pursuant to DC Code § 38-651.05, a Rocketship employee or agent trained and certified pursuant to this policy may administer medication to a student with a valid Medication Action Plan; provided that:

- The student's parent/guardian has delivered the medication to be administered to the school;
- The employee or agent is under the general supervision of a licensed health practitioner; and
- Except in emergency circumstances, as described below, the parent/guardian has administered the initial dose of a new medication.

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has

- A note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND
- a written statement from a parent/guardian permitting the use of the remedy at the school.

IV. Staffing and Training

In accordance with DC Code § 38-621(a), each Rocketship school in DC will have a registered nurse and/or licensed practical nurse who is on campus a minimum of 20 hours per week.

All staff members who (1) administer medication to students with valid Medication Action Plans who are not authorized to possess that medication or are not competent to self-administer the medication; and (2) administer medication in emergency circumstances to any student experiencing an acute episode of asthma, anaphylaxis, or other illness, must complete training in accordance with DC Code § 38-651.04. All training must be conducted by a health care professional licensed in the District of Columbia. The health-care professional will provide Rocketship with written certification, which will be valid for three years, of successful completion of the training for each Rocketship employee.

V. Storage of Medication

In accordance with DC Code § 38-651.09, Rocketship may receive medication from a student's parent/guardian to store for the treatment of asthma, anaphylaxis, or other illness for a student with a valid Medication Action Plan. The medication will be stored with Rocketship's school nurse or Office Manager in a location that is easily accessible during an emergency.

The medication must be labeled with the following information:

- Name of the student;
- Name of the medication;
- Dosage;
- Time of administration; and
- Duration of medication.

Under DC Code § 38-651.09, Rocketship is not required to store more than a three-day supply of any medication.

VI. Emergency Situations

Pursuant to DC Code § 38-651.09(a), Rocketship may procure and store medication for the treatment of asthma, anaphylaxis, or other illness for use in emergency circumstances. The medication will be maintained in an easily accessible location.

School employees are trained and expected to respond to emergency situations without discrimination. Under DC Code § 38-651.06(a), no employee is allowed to administer medication in emergency situations unless that employee has been trained in accordance with DC Code § 38-651.04 (further described above). A student need not have a known diagnosis or a medication action plan to receive treatment in emergency circumstances from a trained employee or agent of the school. (§ 38-651.06(c)). Parents/guardians may also request that the school not administer medication in an emergency situation. (§ 38-651.06(d)).

If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical"do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be communicated to staff.

VII. Student Access to Epinephrine

Pursuant to D.C. Code § 38-651.04, OSSE is required to develop and implement an epinephrine administration training program, which shall provide training and certification of employees and agents of a public school on the storage and emergency use of an undesignated epinephrine auto-injector (UEA) on a person suffering an episode of anaphylaxis, Rocketship shall ensure that it has at least two employees certified in the use of a UEA who are available to administer epinephrine during all hours of the school day.

Under D.C. Code § 38-651.04(c), OSSE is required to procure and distribute UEAs to public schools and monitor the supply of UEAs, restocking as necessary. Rocketship must store, at all times, no fewer than two unexpired UEAs of each dosage available through OSSE's UEA Plan. UEAs shall be stored in a secure but easily accessible location in accordance with the manufacturer's instructions.

A Rocketship employee who is certified pursuant to D.C. Code § 38-651.04 may administer a UEA to a student who the employee believes in good faith to be suffering or about to suffer an anaphylactic episode.

UEAs may be used on Rocketship property, including the school building, playground, and school bus, as well as during school field trips or sanctioned excursions away from Rocketship property. The certified employee may carry an appropriate supply of the school's UEAs on field trips or excursions.

Within 24 hours of the administration of a UEA, Rocketship shall notify OSSE and the physician who prescribed the standing order for UEA. As soon as practicable following the administration of medication pursuant to D.C. Code § 38-651.04, Rocketship shall inform the student's parent/guardian that the medication was administered.

VIII. Maintenance of Records

Rocketship will create and maintain a list of students with valid Medication Action Plans, including the emergency contact information for each student. The Principal may distribute the list among appropriate employees or agents.

Rocketship will maintain accurate records of all its employees and agents who are certified to administer medication.

Rocketship will maintain accurate records of all incidents where medication was administered to a student in an emergency circumstance. (DC Code § 38-651.08)

IX. Misuse

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. . Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed. (DC Code § 38-651.10)

Appendix B: CA Law Enforcement Approval

Reviewing Agency	Date of Approval	Reviewer	Badge/ID

ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 6(D) **Subject:** Approve the 2025-26 Rocketship Education Student and Parent Handbook (CA)	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education ("RSED") Board of Directors ("RSED-Board") approve the 2025-2026 Rocketship California Student and Parent Handbook ("Handbook").

Background:

The Handbook is reviewed annually to ensure compliance with federal, state, and local laws, and to reflect updates in school operations.

The primary content changes included in the Handbook include:

- School Meals- Page 33
  - On Page 34 a section titled Water has been added pursuant to Ed Code section 38043(b) that permits students, teachers, and staff to bring water bottles to school, with certain restrictions in areas like libraries and labs. Rocketship will also promote water consumption through education, signage, and access to water bottle filling stations.
- Student Accommodations and Section 504- Page 36
  - An additional sentence clarifies that Rocketship designates a staff member as the Section 504 Coordinator at each school site. Each school addendum includes the contact information of each Section 504 Coordinator.

Refinements to the following policies were made, primarily aimed at removing outdated or inconsistent language and aligning with updated school procedures.

- Electronic Surveillance and Third Party Recording – Page 24
- Student Records - Page 28
- Commitment to Non-Discrimination and Equal Opportunity – Page 39
- Drugs, Alcohol, and Tobacco – Page 71
- Internet Safety and Acceptable Use – Page 72
- Child abuse and Neglect – Page 75
- Notification of Rights Under FERPA- Page 79
- General Complaint Process – Page 105
- Title IX Complaint Process – Page 114

- Notification of Rights Under PPRA – Page 119
- Notification Under the Asbestos Hazard Emergency Response Act – Page 121

The following policy was removed due to duplication with existing content in the handbook:

- ESSA Parents Right to Know – Previously Page 117

Summary of Previous Board Action by Board:
On June 11, 2024 the RSED-Board approved the 24-25 Rocketship Student and Parent Handbook.

Fiscal Impact:
Additional cost for language translation and printing in an amount to be determined.

Submitted by:
Abigail Gifford, Senior Legal Counsel

ROCKETSHIP PUBLIC SCHOOLS

ROCKETSHIP PUBLIC SCHOOLS

Rocketship Alma Academy
Rocketship Brilliant Minds
Rocketship Delta Prep
Rocketship Discovery Prep
Rocketship Futuro Academy
Rocketship Fuerza Community Prep
Rocketship Los Sueños Academy
Rocketship Mateo Sheedy Elementary
Rocketship Mosaic Elementary
Rocketship Redwood City Prep
Rocketship Rising Stars Academy
Rocketship SÍ Se Puede Academy
Rocketship Spark Academy

Student/Parent Handbook

2025-2026 School Year

California

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Please note that Rocketship may enact additional, supplemental, or alternative policies or procedures to accommodate developing changes in circumstances, public health related matters, and/or changes in the law or compliance obligation. Families will be expected to comply with any such policies or procedures in the same manner as any policies and procedures contained in this handbook. The policies provided in this handbook are subject to ongoing review and board approval.

ABOUT ROCKETSHIP

Rocketship Public Schools ("Rocketship") is a network of public elementary charter schools serving students in neighborhoods where access to excellent schools is limited. We believe that truly transformative schools do more than educate students; they empower teachers, engage parents, and inspire communities. Rocketship strives to meet the unique needs of each and every student through a blend of traditional instruction, adaptive technology, targeted tutoring, and enrichment opportunities. Together, we can eliminate the achievement gap in our lifetime.

OUR STORY

In 1999, Father Mateo Sheedy, Pastor of Sacred Heart Parish, created the Juan Diego Scholarship for Santa Clara University. He was surprised to discover that, of the hundreds of children in his parish, none of them met the basic academic requirements that would qualify them to attend their hometown college or any other top-tier university.

Father Mateo Sheedy reached out to his community and started creating a plan to improve high-quality educational options in Washington Guadalupe, a neighborhood within greater San Jose.

Unfortunately, Father Mateo Sheedy passed away but his legacy continues to live on. In 2006, parishioners approached Preston Smith, a high-achieving principal at a promising public elementary school in San Jose, to continue to build on Father Sheedy's vision to create a K-12 education pipeline for children in low-income neighborhoods. Several public and private schools had already formed a strong 6-12 pipeline, but a high-quality K-5 option in the neighborhood was still missing, so Preston focused on developing a new elementary school model. Preston was a young principal at a promising elementary school in San Jose who recognized the impact that empowered teachers and engaged parents could have on student success.

Rocketship Mateo Sheedy Elementary opened soon after and students quickly showed strong results in academic achievement. As more families joined the waiting list, we realized the need for even more high-quality schools in the San Jose community, and beyond. Parent demand and parent organizing has played a strong role in opening new Rocketship schools all across the country.

Today, Rocketship Education is a non-profit organization operating Rocketship and it is governed by a Board of Directors. There are related, regional Rocketship nonprofits in three other areas of the country including Wisconsin, Tennessee, and the District of Columbia. Altogether the Rocketship nonprofits

operate thirteen (13) Rocketship schools in California, including San Jose, Redwood City, Antioch, and Concord; three (3) in Nashville, TN; three (3) in Milwaukee, WI; and three (3) in Washington, DC.

OUR MISSION

Our mission at Rocketship is to eliminate the achievement gap by graduating all students at or above grade level in reading and math. All Rocketeers will learn to take initiative, be respectful, be responsible, show empathy, and be persistent in attaining excellence.

The purpose of schooling is for all students to learn to use their minds and hearts well. Students learn best in schools where they are known well, where expectations are high, support is strong, and where their voices and their parents' voices are valued. Rocketship strives to recognize all of these values and to ensure that the students are empowered to learn, lead, and be positive and productive members of their community.

At Rocketship, our goals include the following:

- Students will develop a deep love of learning.
- Rocketship will provide parents with a path for their children to take in order to have the best chance to attend a four-year college.
- Rocketship will encourage our alumni to become leaders in their community.

OUR MODEL

Our model is based on the following three core pillars:

1. **Excellent teachers and leaders create transformational schools.** Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities.

2. **Every child has a unique set of needs.** Rocketship meets these needs by customizing each child's schedule with a combination of traditional instruction, technology and tutoring.

3. **Engaged parents are essential in eliminating the achievement gap.** Rocketship develops parent leaders in our schools and communities to become powerful advocates for their children.

Instructionally, Rocketship uses what is called an enhanced rotational school model where students rotate between literacy and integrated mathematics classrooms and a Learning Lab, which is a larger room with

computers where students learn by using online programs in math and literacy, and also focus on key technology literacy skills. Tutors are present in the Learning Lab to track students' online learning progress and work with small groups of students who are behind grade level. Students also have opportunities to engage with technology in their classrooms.

CONTACT INFORMATION

SCHOOL SITE

Please refer to your school's addendum for details about your school's site and contact information.

WEBSITE

Rocketship's website is www.rocketshipschools.org. Here, you can find general information about Rocketship, including our educational model, our management team, and other schools in our network. Here you can find the website for each Rocketship School which includes, but is not limited to school staff contact information; parent resources, including an electronic version of this Handbook; Rocketship's Non-Discrimination Statement and Title IX Policy, Title IX Complaint and Investigation Procedures; school calendars; and other informational materials about the school.

ADMISSIONS AND ENROLLMENT

Rocketship Schools are public charter schools. Charter schools run independently of the local school district, and must be approved by a local charter school authorizer to open.

Charter schools are public schools that are tuition-free and open to any student who wishes to attend. They allow parents, organizations, and communities to restore, reinvent, and re-energize our public school system.

Rocketship will not administer any test or assessment to students prior to acceptance and enrollment into Rocketship. Rocketship will not limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

CALENDAR AND ATTENDANCE

SCHOOL SCHEDULE

Please refer to your school's addendum for details about your school's schedule.

LAUNCH

Each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together and talk about a school-wide focus. During Launch, the school may also promote a particular successful student habit, teach a new school management system, discuss progress toward achievement goals, and foster school culture and pride. The whole school, including the staff, may also learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.

OFFICE HOURS

Our front office staff is excited to offer assistance to our community. We encourage families to call or email our team with all requests and concerns.

The front office is closed on the days when students do not have school. These include holidays, staff professional development days, parent conference days, winter vacation, and spring break.

Please refer to your school's addendum for school's office hours and contact information.

ATTENDANCE AND TRUANCY

Rocketship deeply values the presence and participation of all students within our school community. If a student regularly misses school or is late, they will miss out on meaningful learning experiences and can fall behind. Rocketship makes every effort to partner with families to ensure that students are on time and present every school day.

Definitions

> ***Late***. Students shall be classified as late if the student arrives after the start of the school day, but within 29 minutes of the start time.
>
> ***Tardy***. Students shall be classified as tardy if the student arrives more than 30 minutes after the start of the school day.

Unexcused Absence. A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.

Truant. A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Executive Director or designee.

Habitual Truant. A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.

Chronic Truant. A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

Excused and Unexcused Absences and Tardies

All students are expected to be on time and present in school every day.

Excused Absences

Proper notification and/or documentation is required for a student's absence, tardiness, or early dismissal from school to be marked as excused on the student's attendance record. Such notification must be submitted within **24 hours** of the student's absence. If Rocketship does not receive verification within this window, the student's absence will be considered unexcused and cannot be changed. The charts below explain the type of notification and/or documentation required to excuse absences.

Reason for Absence	**Documentation] Needed**	**Other Notes**

Personal Illness, including an absence for the benefit of the pupil's mental or behavioral health	Written notice from parent/guardian (less than three consecutive days).	If a student is out sick for more than two consecutive days, **a doctor's note is required beginning on the third day and beyond.**
Health-related appointments/treatments (i.e. medical, dental, optometrical, chiropractic).	Signed note from physician's office	
Attending funeral services or grieving the death of either an immediate family member or close association.	Written notice from parent/guardian.	Absence may not be more than five days. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil
A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.		
In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience.	Written note from parent/guardian	For a maximum of up to five (5) days per school year

A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.		
In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience.	Written note from parent/guardian	For a maximum of up to five (5) days per school year
For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died: ● To access services from a victim services organization or agency. ● To access grief support services. ● To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.	Written notice from parent/guardian.	Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

Head lice.	Written documentation of head lice.	Return to school subject to note and inspection under Rocketship's Head Lice Policy.
Exclusion due to quarantine under the direction of a county or city health officer.	As directed by the local health department.	
To permit the student to spend time with an Immediate family member serving in the armed forces.	Written notice from parent/guardian. For longer absences, additional documentation may be required.	The family member must be an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment. The length of absence shall be determined at the discretion of the Principal.
Lawful suspension.	Documentation of suspension pursuant to Rocketship Suspension & Expulsion Policy.	

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

Note that under certain exceptional circumstances, independent studies may be available for students who are not able to physically be present in the classroom for a period of time during the academic year. An independent study is an alternative education program designed to teach the knowledge and skills of the core curriculum. Families wishing to enter into an independent study arrangement must first complete all required documentation and be approved by the school Principal. If you are interested in pursuing an Independent Study at any time during the school year, please contact the school Principal to obtain more information about the requirements.

Unexcused Absences

Some kinds of absences may not be considered excused, even with proper documentation. These include, but are not limited to, the following: non-documented appointments, sick days with no parent notification of the school, oversleeping, car problems, cutting classes, errands, babysitting, and vacationing outside of scheduled school breaks. The Principal, in consultation with their supervisor, when necessary, has the discretion to determine whether an absence should be excused or unexcused.

Notifying Parents of Unexcused Absences

Rocketship will make reasonable and diligent attempts to make personal contact with a student's parent/guardian on the same day and each time a student has an unexcused absence, with daily follow-ups as necessary.

Leaving School During the Day

We expect that parents/guardians will make every effort to schedule appointments after school. However, if an appointment during the school day is unavoidable, the student must bring a signed note from their parent/guardian at the beginning of the day that includes the reason for the partial absence, the time of departure from school, and the estimated time of the student's return to school. If the student has a doctor's appointment, the student must bring a note from the doctor upon return. Whenever possible, students are expected to return to school after the appointment.

Early departures for reasons that do not directly involve the student (i.e., appointment for another family member) are generally not excused but may be excused at the discretion of the Principal.

Students who become ill at school must check in at the office and remain at school until the child's parent/guardian arrives or gives permission for the student to leave campus in accordance with Rocketship's Student Release Policy. Under no circumstances may a student go home without the permission of a parent or guardian.

To support safe and efficient operations at the school, families are asked to participate in the regular dismissal process. Absent an immediate emergency, students will not be released within 10 minutes of the school's regularly-scheduled dismissal time.

Vacations

Rocketship builds vacations into its school calendar. Family vacations should be planned around these dates. Students who take additional vacation time are not assured make-up work or credit.

Recurrent Late Arrivals

Recurrent late arrivals may subject families to interventions. After a student accumulates five late arrivals (excused or unexcused), the family will be asked to participate in an Attendance Expectations Meeting at the school. After a student accumulates ten late arrivals (excused or unexcused), the family will be asked to attend a meeting with a School Leader and to sign an attendance contract. The Principal has the discretion to waive the intervention requirement in rare cases, depending on the circumstances. If a parent/legal guardian does not show up or refuses to attend an attendance meeting when ample time has been provided, an intervention plan may still be enacted. A copy of the contract will be sent or delivered to the student's home on file.

Truancy Procedures

<u>Stage 1</u> Student meets Truant classification. Stage 1 is for three (3) unexcused absences and/or unexcused tardies over 30 minutes.	After a student has accumulated three (3) or more unexcused absences and/or tardies over 30 minutes, Rocketship will notify the student's parent/guardian of the student's "truant" status and the parent/guardian will be sent the ***First Notification of Truancy*****.** Written communication of the *First Notification of Truancy* may be sent through mail and/or electronic mail. Failure to compel the student's attendance at school could result in the parent/guardian being found guilty of an infraction under California law.
<u>Stage 2</u> Student has accumulated a total of six (6) unexcused absences and/or unexcused tardies over 30 minutes.	After a student has accumulated six (6) or more unexcused absences and/or tardies over 30 minutes, Rocketship will notify the student's parent/guardian of the student's "habitual truant" status and the parent/guardian will be sent the ***Second Notification of Truancy or Excessive Absences***. Written communication of the *Second Notification of Truancy or Excessive Absences* communication may be sent through mail and/or electronic mail. The parent/guardian must also appear at an attendance meeting with School Leadership that may include the Principal, the Office Manager, and/or other members of campus

	leadership. Rocketship will provide at least one (1) week's notice of the scheduled meeting date.
<u>Stage 3</u> Student has accumulated a total of nine (9) unexcused absences and/or unexcused tardies over 30 minutes.	After a student has accumulated nine (9) or more unexcused absences and/or tardies over 30 minutes, Rocketship will notify the student's parent/guardian of the student's "habitual truant" status and the parent/guardian will be sent the ***Third Notification of Truancy or Excessive Absences***. Written communication of the Third Notification of Truancy or Excessive Absences may be sent through mail and/or electronic mail. The parent/guardian is required to appear and participate at an attendance meeting with School Leadership that may include: the Principal, Office Manager, and/or other members of campus leadership and their student's teachers to develop an ***Attendance Intervention Plan.*** Rocketship will provide at least one (1) week's notice of the scheduled meeting date. Failure to appear at the attendance meeting, and/or failure to improve attendance and/or uphold commitments of the ***Attendance Intervention Plan*** may result in a referral for further action.
<u>Stage 4</u> Student has accumulated a total of twelve (12) unexcused absences and/or unexcused tardies over 30 minutes.	After a student has accumulated twelve (12) or more unexcused absences and/or tardies over 30 minutes, Rocketship will notify the student's parent/guardian of the student's "chronic truant" status and the parent/guardian will be sent ***Notification of Student Attendance Review Team (SART) I Conference***. Written communication of the *Notification of SART I Conference* may be sent through mail and/or electronic mail. The parent/guardian is required to attend a ***Student Attendance Review Team (SART)*** Meeting. A *School Attendance Review Team (SART)* is a school-based team composed of School Leader(s), Teacher(s), CareCorps Coordinator(s), Wellness Team member(s), and ISE/Special Education Specialist(s) (as applicable) dedicated to addressing and supporting families experiencing escalated attendance issues.

	The existing attendance/intervention plan will be revisited and may be modified as needed. Parent/guardian and SART Team Members will also sign an ***Intervention/Attendance Contract***. Rocketship will provide at least one (1) week's notice of scheduled meeting date. Failure to appear and/or failure to improve attendance and/or uphold commitments of the ***Intervention/Attendance Contract*** will result in a referral for further action.
Stage 5 Student has accumulated a total of fifteen (15) unexcused absences and/or unexcused tardies over 30 minutes.	After a student has accumulated fifteen (15) unexcused absences and/or tardies over 30 minutes, Rocketship will notify the student's parent/guardian of the student's "chronic truant" status and the parent/guardian will be sent the ***Notification of SART II Conference***. Written communication of the *Notification of SART II Conference* may be sent through mail and/or electronic mail. The parent/guardian is required to attend a Second SART Meeting and must attend a Mandatory School Attendance Workshop. Rocketship will provide at least one (1) week's notice of any scheduled meeting date and/or workshop. The existing *Intervention/Attendance Contract* will be revisited and may be modified as the SART Team deems appropriate in its sole discretion. Parent/guardian and SART members will sign a ***Revised Intervention/Attendance Contract***. Failure to appear and/or failure to improve attendance and/or uphold commitments of the ***Revised Intervention/Attendance Contract*** will result in a referral for further action.
Stage 6 Student has accumulated a total of sixteen (16) or more unexcused absences and/or unexcused tardies over 30 minutes.	After a student has accumulated sixteen (16) or more unexcused absences and/or tardies over 30 minutes, Rocketship will notify the student's parent/guardian of the student's "chronic truant" status and the parent/guardian will receive the ***Notification to Appear Before the Regional Attendance Review Board (RARB)***. Written communication of

	the *Notification to Appear Before the RARB* may be sent through mail and/or electronic mail. The Regional Attendance Review Board (RARB) serves as the final Rocketship review board. The RARB is charged with reviewing student's truancy matters in the final internal escalation phase. The RARB may include the following School Leaders: Associate Director of School Supports, Associate Director of CareCorps, Director of Schools, and may include a CareCorps Manager and/or other members of Regional or National Leadership. External governmental agencies (e.g., the District Attorney's Office, etc.) may be invited to this meeting at the sole discretion of the RARB. The focus of the RARB process is to ensure the family is clear on expectations and consequences of not meeting attendance expectations and commitments. For example, risk of retention, escalation to external governmental agencies, involuntary removal, etc. The parent/guardian is required to attend an ***Attendance Review Hearing***. The previous stages, interventions, and contracts will be reviewed. The existing ***Revised Intervention/Attendance Contract*** may be modified as needed. Parent/guardian and RARB members will sign the ***Final Intervention/Attendance Contract***. Rocketship will provide at least one (1) week's notice of scheduled meeting date. Failure to appear or failure to improve attendance or uphold commitments of the ***Final Intervention/Attendance Contract*** will result in further consequences such as risk of retention, involuntary removal, or other administrative actions.

If a student accumulates 15 or more consecutive unexcused absences without notifying the school of the reason for the absence, and Rocketship is unable to get in touch with the student's parent/guardian after reasonable and good faith efforts, Rocketship will drop the student from the school's roster and their space will be given to a student on the waitlist. For extended absences, Independent Studies may be available and arranged by the principal in accordance with Rocketship's Independent Study Policy and procedures.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

If a student fails to show up to school during the entire first week of the instructional school year, and the family does not notify Rocketship in advance, the student may forfeit their seat at the school and be placed on the waitlist. Forfeiture under this policy is not construed as involuntary removal by Rocketship.

Any documentation received by Rocketship regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a **voluntary** disenrollment and shall not trigger the Involuntary Removal Process below.

For all communications set forth in this process, Rocketship will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update Rocketship with any new contact information.

Involuntary Removal Process

No student shall be involuntarily removed by Rocketship for any reason unless the parent or guardian of the student has been provided written notice of Rocketship's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with Rocketship's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Rocketship issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to Rocketship's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, Rocketship will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child

or youth, the student's educational rights holder and shall include a copy of Rocketship's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent Rocketship from making a similar recommendation in the future should student truancy continue or reoccur.

Referral to Appropriate Agencies or County District Attorney
It is the Rocketship's intent to identify and remove all barriers to the student's success, and Rocketship will explore every possible option to address student attendance issues with the family. For any unexcused absence, Rocketship may refer the family to appropriate school-based and/or social service agencies.

If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, Rocketship shall notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination
These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

COMMUNICATION

This year, all Rocketship schools will be using Parent Square to send messages to families. These messages may include information about upcoming school events, emergency notifications, attendance issues, or other things that the school feels are important for families to be aware of. The messages will be sent via text message, email. or phone calls using the contact information that you provide upon registration. Please contact your child's school if you wish to opt out of receiving such communications.

SCHOOL CANCELLATION, LATE START, AND EARLY DISMISSAL

On rare occasions, Rocketship may decide to alter the regular schedule of the school day by closing school for a day, starting the school day late, or releasing students early at one or several campuses due to snow, rain, severe weather, natural disasters, or other emergency conditions. Rocketship recognizes that closing school or shortening the instructional day is disruptive for students, staff, and families and will only make this decision when it is necessary for the safety of our school community. Whenever possible, Rocketship will provide families and staff with advance notice of the decision or possible decision to shorten the instructional day or close school.

CAMPUS OPERATIONS AND SECURITY

ARRIVAL AND DISMISSAL PROCEDURES

Transportation

All parents/guardians are responsible for securing the transportation of their child to and from school. In addition, parents must provide contact information for any person authorized to pick up their student.

Please refer to your school's addendum for additional details about your school's drop-off and pick-up instructions.

Reminders to Parents/Guardians for Arrival and Dismissal

- Please remember to treat all other Rocketship families, students, and staff members with courtesy and respect at all times. Do not take any actions that may endanger the health or safety of anyone on campus. Disruptive, disrespectful and/or unsafe behavior during arrival and dismissal may result in parents/guardians losing privileges to be on the school campus.
- Do not conference with teachers or school leaders during arrival and dismissal time; make an appointment instead.
- Do not let your child out on the sidewalk outside or near our campus. YOU MUST enter our campus and let your child out in the designated drop-off zone.
- With very limited exceptions, animals are not allowed on campus during drop-off or pick-up. If you have an animal in your car, it must remain completely inside the vehicle at all times while on campus.
- Students may only exit cars on the passenger side unless alternate requirements are made by your school.
- Display your PikMyKid Dismissal Card when picking up your child.
- Please remember to leave adequate space between cars to avoid collisions.
- DO NOT block driveways while waiting to enter the roundabout.

- If you need to park your vehicle, please only part in designated Rocketship Parking or in legally permissible public parking spots. Avoid parking in or obstructing any private residential or commercial properties.
- Please DO NOT talk or text on your phone during this time. We need to be able to communicate with you for the safety of the children.

STUDENT RELEASE

Rocketship will make every effort to ensure that student dismissal proceeds in a safe manner when students leave school each day. At the beginning of the year, parents/guardians must:

- Ensure that they have accurately filled out their enrollment and registration forms entering all required information to PowerSchool regarding the adults who are parents, guardians, and who are authorized to pick up their students.
- Complete a PikMyKid Dismissal Card that they must display.
- Present a government ID when picking up their child.
- Complete an Emergency Contact Card that includes the names of individuals to be contacted in case of an emergency if attempts to contact the parent/guardian fail.

If a parent/guardian or other authorized individual forgets to bring PikMyKid Card to dismissal, they will need to check-in with the front office and get a new card or a temporary pass.

PikMyKid Dismissal Cards
At the beginning of the school year, parents/guardians are given a PikMyKid Dismissal Card with the student's dismissal number. During dismissal, the child's parent/guardian (or other authorized individual) must present this card to school staff along with a current government ID to pick up the child. If you lose your PikMyKid Card, authorized individuals will be required to know the student's dismissal number and show ID in the front office to obtain a temporary pickup pass.

Emergency Contact Cards
At the beginning of the school year, parents/guardians shall complete and submit an Emergency Contact Card to be kept on file at the school. Parents/guardians will be asked to include the names of individuals to be contacted in case of an emergency if attempts to contact the parent/guardian fail. Any person listed as an Emergency Contact also will be considered to be authorized by the child's parent/guardian to regularly pick them up from school unless the parent/guardian indicates otherwise. At any time during the year, parents/guardians may request to update the Emergency Contact Card. Upon updating the Emergency Contact Card, all previous versions become void.

Authorizing Individuals to Pick Up a Child

Parents/guardians may authorize Rocketship to release their child to other people by completing the Authorization to Pick Up section of the Emergency Contact Card.

Parents/guardians are asked to include the name, phone number and relationship to the child for each person they wish to allow their child to be released to. This section of the Authorization to Pick Up may be updated by the parent/guardian at any time by visiting the school front office. Rocketship staff may ask the authorized individuals for identification when they pick the child up from school.

Rocketship's general policy prohibits releasing students to minors. The only exception is that parents/guardians may authorize Rocketship to release their child to a relative who is a minor (between the ages of 14-18 years old) by completing the Authorization to Pick Up form and a Release to Minor waiver form. A duplicate Dismissal Card with printed authorization for the release to the minor relative must be printed for the minor relative, and the minor relative must bring this authorization each day they will pick up the Rocketeer. Proper identification will also be required.

Rocketship recognizes that there will be situations in which a person not listed on the Emergency Contact Card will need to pick the student up from school. In these rare instances, the parent/guardian should call the school to inform school staff that they authorize school staff to release the student to another person that day. If a person that is not listed on the Emergency Contact Card form comes to pick the student up and the school has not already been contacted by the parent/guardian, the school will need to speak to the parent/guardian by phone prior to releasing the student. In addition, whenever feasible, parents/guardians should provide the authorized person with a signed note indicating their desire to have the person pick the child up on the day in question.

Emergency Dismissal

In case of an emergency dismissal, parents/guardians must wait for instructions from school leaders before coming to campus to pick up their child. School leaders will provide parents/guardians with updated information on the dismissal process using the automated calling system. Parents/guardians should expect that the dismissal location and procedures could be different than on a regular day. Parents/guardians should be prepared to present photo identification when picking up a child after an emergency on campus.

Protection of Students

Rocketship is responsible for protecting the health and safety of Rocketship students while the students are on Rocketship premises. If Rocketship has any reason to suspect that the health or safety of any Rocketship student would be endangered by releasing the student to an individual who is not a parent or guardian, even if that individual is authorized to pick up the student, Rocketship has the right to hold the student on campus and contact the parent/guardian or other valid emergency contact.

LATE PICK-UP

Rocketship's goal is to dismiss our students safely, efficiently, and responsibly. We understand that occasional family emergencies may cause a child to be picked up late from school, but consistently failing to pick up students on time places undue burden on school staff, is costly to the school, and disruptive to our students' daily routines.

Notifying the School

Parents/guardians are expected to make arrangements for their children to be picked up during their designated dismissal time every day. That said, we do understand that there may be unpredictable situations that could cause a parent/guardian to pick up a student late on a given day (i.e., car problems, traffic, issue at work). In these cases, we ask that a child's parent/guardian contact the school by phone to let the staff know that their child will be picked up late that day. The parent/guardian will still be required to complete a Late Pick-Up Incident Report when they come to pick up their child.

Late Pick-up

If a student is left on campus after dismissal ends and the parent has not notified the school, school staff will attempt to call the student's parent/guardian. If the school cannot reach the parent/guardian they may also contact individuals listed on the student's Emergency Contact Card.

A parent/guardian (or otherwise authorized individual)who comes to pick up a student after the end of dismissal, will need to complete a Late Pick-Up Incident Report before leaving campus. These reports will be kept on file at the school as a record of why the student was picked up late on that day.

Extremely Late Pick-up

If a student is still on campus more than an hour after the end of dismissal and staff members have not been able to contact the student's parent/guardian, Rocketship staff will contact, if they have not done so already, the individuals on the student's emergency contact card. If the staff are unable to make contact with the parent/guardian or individuals on the emergency contact card, the Principal or designee may contact the local authorities (i.e. police or local child protective service agencies).The Principal or designee may release the child to an authorized individual from the local Child Protective Service Agency or the police department.

Recurring, Frequent, and Chronic Late Pick-Up

If a child is frequently picked up late, school staff will request a meeting with the parent/guardian to determine the cause and implement supportive interventions.

Rocketship will follow a tiered series of interventions for families who persistently pick up their

child/children late, as described below:

Late Pick-Up (each occurrence)	The parent/guardian (or otherwise authorized individual) who picks up the child must complete a Late Pick-Up Incident Report before leaving campus.
Recurring Late Pick-Up (three occurrences)	Parent/guardian must attend a meeting with a School Leader to review Late Pick-Up Incident Reports and create a verbal agreement and plan to prevent late pick-ups in the future. The School Leader may refer the family to local counseling or truancy resources.
Frequent Late Pick-Up (six occurrences)	A letter will be sent home to the student's parent/guardian specifying the date, time, and location of a meeting with a school leader. The parent/guardian must attend a meeting with a School Leader and sign an agreement to pick up their child on time.
Chronic Late Pick-Up (more than six occurrences)	Parent/guardian may become subject to an intervention workshop with school staff, including at least the Principal, Business Operations Manager, and Office Manager. In certain circumstances, Rocketship may also contact Child Protective Services, at the discretion of the Principal.

The above referenced tiered series of interventions does not replace or delay any required reporting to the local child protective service agencies. In certain circumstances, Rocketship may also contact local child protective service agencies, at the discretion of the Principal or designee.

CAMPUS ACCESS AND VISITORS

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. "Campus" in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Rocketship prohibits the following items in school buildings, on school grounds or buses, or at off campus school-related or school sponsored activities, except for use by law enforcement and authorized personnel. This is not an all-inclusive list and Rocketship reserves the right to prohibit any items staff deems unsafe or otherwise inappropriate.

- Weapons, including but not limited to:
    - Firearms
    - Imitation firearms
    - Knives
    - Razor blades
    - Taser/Stun guns
    - Mace or Bear Spray
- Tobacco/Alcohol
- Illegal Drugs
- Fireworks or explosives
- Other items that may be determined dangerous by school staff

Campus Access Points and Visitor Registration Procedures

Whenever students are in the building, the front office, and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

All visitors must use the main entrance to enter and exit the school building, except in cases of fire or emergency. Every visitor must adhere to the following visitor registration process.

Before being granted access to the school building, all visitors must report to the security desk and will be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.

Visitation – General Guidelines

- All visitors (including Rocketship regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.
- If visitors are flagged with a sex offender offense, they will be denied entry and referred to school administrators. This will not prohibit an individual from picking up a student if that individual is listed as an allowed pick-up person.
- The Principal, or designee, may refuse to register a visitor if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in

damage to property; or would result in the distribution or use of unlawful or controlled substance.

- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the front office, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets their badge, they will need to register with VisitU and obtain a Visitor's Pass from the front office.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if they reenter the school without following the posted requirements, law enforcement may be notified and they may be guilty of a misdemeanor.

Arranging for a Campus Visit

All visits during school hours should be arranged with the teacher and Principal or designee in advance.

Rocketship welcomes family partners in our schools. Parents/guardians are welcome to participate in school sponsored activities by invitation. In addition, parents/guardians may meet with their student's teacher/other school staff and attend meetings related to their student(s) by appointment during non-instructional time. Rocketship reserves the right to limit classroom visits by parents/guardians to maintain the integrity of the instructional environment and support the developmental needs of all students.

Parent/Guardian requests for classroom observations should be arranged in advance and are approved at the Principal or designee's discretion. Observations for the purpose of special education or related services will be arranged in accordance with the policies in the Student Support and Special Education section of this handbook.

Visitor Conduct

All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules, policies, standards of conduct, and norms while on the school premises. During school

visits, Rocketship expects all parents/guardians and other visitors to exclusively engage in activities directly related to the purpose of their visit. If a visitor is disruptive or displays threatening or inappropriate behavior towards any person when on the Rocketship campus, the school Principal or designee, at their discretion may:

- Request the visitor leave campus,
- Withdraw consent for the visitor to be on campus, and/or
- Call the local police department.

Examples of disruptive, threatening or inappropriate behavior can include, but are not limited to:

- Disturbing the school environment or operations in all spaces on the school campus.
- Compromising or threatening to compromise the health, safety, security, or welfare of students and/or staff.
- Using intimidation, profanity, or expressing threats towards staff, students or other members of the school community.
- Carrying a weapon on campus, even if licensed or authorized to carry.
- Inappropriately engaging with a student who is not their own child.
- Recording (i.e., video, audio, AI enabled notetaking of any sort) or photographing students, staff and school community members without their prior knowledge or consent.
- Refusing to comply with school policies.
- Failure to model and support Rocketship values and community norms

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Loitering

Visitors, including parents/guardians and children who are not students at the school, are not permitted to loiter on school grounds, including in the parking lot and outside school buildings. This applies to children of staff members who attend a different school. The parking lot is only to be used for dropping off and picking up students, and for participating in official school business.

All visitors, including parents/guardians and students are expected to leave the campus once they've finished their business.

Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal or designee, or who enters the school campus (including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards) without proper authorization in accordance with the Visitor Registration Procedures, may become subject to the local criminal laws regarding trespass and unlawful entry.

Continued refusal to comply may lead to Rocketship withdrawing consent for the individual to be on campus. The Principal or designee may seek the assistance of the police in enforcing a request to leave any Rocketship campus or in pursuing any additional legal action.

Withdrawing Consent for Individuals to be on Campus

Rocketship recognizes that situations could arise where it may become necessary to deny an individual access to a Rocketship campus. In such circumstances, the school Principal, or their supervisor(s) may issue an Ouster Notice. Ouster Notices will comply with any relevant state law requirements, but at a minimum will include:

- The name of the restricted individual.
- The school campus(es) from which the individual is restricted.
- The reasons for which the individual is being restricted.
- Date on which the restriction is removed.
- The name of the school Principal/designee issuing the notice/letter.

Throughout the entirety of an Ouster period it is the responsibility of the restricted individual to follow the terms of the issued Ouster Notice. Rocketship reserves the right to seek legal enforcement of an Ouster Notice.

It is the responsibility of the Principal, Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no restricted individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the Ouster Notice at the front desk.
- Contact the local police department in the event that an individual becomes confrontational or refuses to comply with school policies and protocols.

ELECTRONIC SURVEILLANCE AND THIRD PARTY RECORDING

Electronic surveillance may be used at Rocketship campuses where deemed necessary by Rocketship

administration. The use of electronic surveillance at our schools is solely for the purposes of controlling theft, ensuring the safety of Rocketship students and staff, and facilitating the identification of individuals who behave in a disruptive manner or commit a crime. Rocketship will abide by applicable laws regarding electronic recording. Electronic surveillance records are the property of Rocketship, and are not considered education records subject to the Family Educational Rights and Privacy Act (FERPA) unless maintained and utilized in connection with a disciplinary proceeding (e.g. expulsion hearing). Rocketship's electronic surveillance records will not be provided to parents, guardians, or any other third-parties with the exception of law enforcement during an active emergency or critical situation, or in response to a valid subpoena or warrant.

In California, the consent of both parties is required before a conversation is recorded in any area where an individual would have a reasonable expectation of privacy. Rocketship will abide by applicable laws regarding electronic recording.

Rocketship requests that other than during designated school events (such as school plays, graduation, and other events open to the Rocketship community) parents and other visitors to campus refrain from taking photographs and or making audio/video recording of students and staff without first obtaining written consent from the parent of the student. In the event that a parent or campus visitor does capture an image of a student, Rocketship requests that the individual refrain from posting any such image to a personal social media account. Recording (i.e., video, audio, AI enabled notetaking of any sort) or photographing students, staff and school community members without their prior knowledge or consent is intrusive and amounts to a violation of the Rocketship Campus Access and Visitors Policy and may be in violation of state or federal privacy laws.

FAMILY CUSTODY

Rocketship will make best efforts to ensure compliance, on the part of school staff with legal custody arrangements.

For the purposes of this policy, Rocketship will adhere to the following definitions:

> ***Court Order***. An order issued by a court following a judicial proceeding to determine the custody rights of the parties or entered as part of a judicial proceeding related to the enforcement or adjudication of custody rights of the parties. A court order will typically state the legal and/or physical custodial rights that the court has granted to each parent.

Joint physical custody. Means that each of the parents shall have significant periods of physical custody. Joint physical custody shall be shared by the parents in such a way so as to assure a child of frequent and continuing contact with both parents.

Sole physical custody. Means that a child shall reside with and be under the supervision of one parent, subject to the power of the court to order visitation.

Joint legal custody. Means that both parents shall share the right and the responsibility to make the decisions relating to the health, education, and welfare of a child.

Sole legal custody. Means that one parent shall have the right and the responsibility to make the decisions relating to the health, education, and welfare of a child.

Noncustodial parent. Is a parent who does not have physical custody (joint nor sole) of the child, pursuant to a court order.

Educational rights holder. Means any one of the following:

- Natural (i.e. biological) Parent
- Legal Guardian
- Foster Parent
- Other court-appointed adult
- Any adult to whom educational rights are assigned via a signed, dated, and notarized assignment by an educational rights-holder (not court-appointed)

Custody Records

Rocketship seeks to maintain accurate and updated custody records for all students. ***It is the responsibility of the parent/guardian of a student to provide the Rocketship Office Manager with accurate and current court order and/or legally binding agreements involving the custody rights of their children.*** Updated Court Orders must be provided to the Office Manager as soon as possible. All documentation provided to the school will be kept confidential and will only be accessed by members of the staff when necessary.

In the absence of a valid, signed and dated court order indicating otherwise, Rocketship will assume that separated or divorced natural (i.e. biological) parents of a child have joint legal and physical custody of their child.

Step-parents, foster parents, guardians, court appointed caregivers, and non-court appointed advocates or caregivers who are not a natural parent must provide proof of legal guardianship, court order, or legally enforceable evidence of their rights before they can be permitted to make educationally-based decisions for a student.

Pursuant to Education Code Section 482024, Rocketship will accept a notarized Caregivers Authorization Affidavit for the limited purpose of allowing **a** relative or other qualified caregiver to 1) enroll a student in school and 2) make school-based medical decisions for the student, without the requirement of a guardianship or other custody order or proof that the caregiver is a legal educational rights-holder.

Student Release

Any parent or guardian who has Physical Custody of a child or retains specific custody rights granted via a Court Order that extends to after-school hours, may pick the student up from school as well as authorize Rocketship to release the student to any other person; provided that, such arrangements are consistent with the terms of Rocketship policy and the Court Order.

Should the terms of a Court Order change during the course of the school year, it is the responsibility of the parents/guardians to provide the Office Manager with a copy of the most recent Court Order as soon as possible.

At any time, either parent/guardian that has Physical Custody has the ability to add individuals to the Authorization to Pick Up section of the Emergency Contact Card.

Rocketship will not deny a parent any of any of their parental rights without being provided a valid court order. If one parent does not wish to allow the other parent/guardian the right to remove the child from school or visit the child in school, Rocketship must be provided with a valid Court Order limiting the other parent's rights.

Rights of Non-Custodial Parents

Inspection of Records

All parents, regardless of custodial rights, have the right to inspect, though not make changes to, copies of their child's educational records, unless a Court Order specifically limits the parent's rights in this regard. Any inspection of records must be in accordance with Rocketship's FERPA Student Records policies as set forth in the Notification of Rights and Assurances.

School Visitation

Parents without Physical Custody **may not** remove their children from class or visit them in school without the consent of the parent with the custodial rights or a Court Order. Rocketship does not facilitate court ordered visitation at school.

Rocketship's Neutrality in Custody Disputes

It is the policy of Rocketship schools to remain impartial during custody disputes between family members of a Rocketship student. For this reason, Rocketship teachers, administrators, and school staff should

refrain from taking any action which may be considered adverse to one parent or family member. These actions include, but are not limited to, writing letters of support for any adversarial proceeding, testifying in a custodial proceeding and serving any person with court documents.

Furthermore, Rocketship shall take steps to abide by court orders and/or legally binding agreements that are presented by parents/guardians. Rocketship shall not be responsible for, nor participate in, the monitoring or enforcement of any parental obligations or duties under a court order (i.e., sending a message to remind a parent of their designated pick-up days).

STUDENT RECORDS

Viewing Student Records

To view student records, parents/guardians must submit a written request to the school Principal/designee. The school will then schedule an appointment to provide the parent/guardian access to the records. Copies may be provided upon request.

Releasing Student Records to Third-Parties

Third-parties are prohibited from accessing confidential student records absent current written consent from the student's parent/guardian, an applicable FERPA exception, or a valid court order. Signed consent from the student's parent/guardian must be dated within one year of the request to release student records.

For more information about federal and state laws regarding student privacy please see the Notification of Rights under FERPA (Access to Student Records) and the Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA), which are included in the Policies, Notifications of Rights, and Assurances section of this handbook.

VOLUNTEERS AND CHAPERONES

Rocketship welcomes family and community partners in our schools. We are always grateful for volunteers and chaperones who can spend time assisting and chaperoning school-sponsored activities. In order to maintain a safe environment for all students, staff and our community, and comply with local laws, Rocketship conducts background checks on volunteers and chaperons as described below.

Volunteers and/or chaperones are expected to follow the directions of Rocketship staff while volunteering. Volunteers and chaperones are expected to follow all Rocketship policies and to conduct themselves as role models for our Rocketeers (including but not limited to using appropriate language, dressing appropriately for a student audience, respecting student privacy rights). Volunteers and/or

chaperones who are either disruptive or violate Rocketship policies and expectations will be excluded from volunteering or chaperoning in the future.

Volunteers and chaperones must also sign the Volunteer Code of Conduct.

Mandatory Criminal Background Checks

All prospective volunteers and/or chaperones who may interact with students in an unsupervised capacity and/or who will serve on a regular and ongoing basis for more than ten hours per week must undergo a criminal background check. This includes individuals who plan to volunteer in classrooms on a regular basis and individuals who wish to chaperone a field trip. Any volunteer or chaperone that must undergo a criminal background check must do so through the Department of Justice and the use of LiveScan fingerprinting technology. The Department of Justice (DOJ) will provide automated updates to Rocketship on any volunteer applicant who is convicted of a crime after the initial scan. Prospective volunteers will not be allowed to begin volunteering until the results of the criminal background check have been received by Rocketship and deemed to be satisfactory in accordance with this policy.

Individuals who will have only supervised contact with students are not required to undergo a full background check. For the purposes of this policy, "supervised" means under the direct supervision, at all times, of a Rocketship staff member.

Meghan's Law Clearance

In California, pursuant to EC § 35021, individuals who have been required to register as a sex offender are prohibited from serving as a school volunteer. Thus, Rocketship will run the names of all prospective volunteers and chaperones through a database for information about any past sex offenses. If the search returns no objectionable information, the volunteer or chaperone will be considered to have received Meghan's Law clearance.

Disqualification of Prospective and Current Volunteers and/or Chaperones

Rocketship will review the results of completed background checks and make a decision as to whether to qualify an individual to serve as a volunteer or chaperone.

Among other reasons, individuals will be disqualified from volunteering or chaperoning if they have been convicted of a violent or serious felony as defined in state law or have been required to register as a sex offender under state or federal law. Rocketship reserves the right to disqualify current and/or prospective volunteers and/or chaperone in its reasonable discretion.

If a volunteer or chaperone is convicted of a disqualifying offense after the criminal history record check is conducted, the individual must notify Rocketship within seven days of the conviction.

Tuberculosis Testing

All Volunteers who volunteer in a Rocketship classroom for at least 10 hours each month will be required

to complete a Tuberculosis Symptom Screening Questionnaire. The results of the questionnaire will be examined by a healthcare professional and individuals with a positive symptom screen will be referred for further evaluation prior to returning to volunteer in such a role. Only volunteers with a negative symptom screen will be cleared to continue to volunteer in a Rocketship classroom for over ten hours a month. Volunteers who are not required to complete the Symptom Screening Questionnaire or who fail to complete the Symptom Screening Questionnaire are restricted to 9 or fewer classroom hours per month or an unlimited number of hours outside the classroom. All Rocketship procedures will comply with the Tuberculosis Testing requirements promulgated by the local Public Health Department.

Minor Volunteer Requirements

Minor Volunteers CAN ONLY serve in supervised roles that do not allow them to be alone with or supervise Rocketship students. Minor Volunteers cannot chaperone or attend field trips. The Principal at the school where the Minor Volunteer wishes to volunteer has total discretion to accept or reject a prospective Minor Volunteer. Minor Volunteers will need to complete the following requirements:

- A Volunteer Application signed by the Minor Volunteer and the Minor Volunteer's parent/guardian.
- A behavior contract (available from the Office Manager) signed by the Minor Volunteer, the Minor Volunteer's parent/guardian, and the school leader at the school where the Minor Volunteer will be volunteering.

FIELD TRIPS

Field trips are off-campus excursions designed by Rocketship staff to supplement the curriculum and to provide enrichment experiences for students. We value these enrichment opportunities and strive to ensure that these experiences are safe, organized, and efficient from beginning to end.

Permission Slips

A student must submit a field trip permission slip signed by their parent or guardian to participate in a field trip.

The Principal, Assistant Principal, or designee overseeing the field trip will review field trip permission slips in advance to confirm that they follow the appropriate official template and are signed by the child's parent/guardian. Verbal permission for field trip participation is not permitted.

Only Rocketship students who have submitted a valid field trip permission slip will be allowed to attend the field trip. Teachers must bring along all permission slips during the trip and keep the permission slips on file after the conclusion of the field trip.

Rocketship will provide alternative educational activities to those students who choose not to attend a

specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Chaperones

Chaperones must be approved in advance per the Rocketship's Volunteer and Chaperone Policy. Chaperones may not bring along other children (i.e., siblings of students attending the field trip) without advance permission from the Principal. Chaperones may not bring other family members, friends, or pets on field trips.

Transportation

All Rocketship staff members (teachers and/or School Leaders) and parent chaperones are expected to be present with students on all transportation provided for a field trip unless they receive prior written approval from the school Principal to make an alternative transportation arrangement. If transportation is required for a field trip, Rocketship will provide this transportation. Should staff members and/or parents drive a vehicle in conjunction with a field trip, they will do so in accordance with Rocketship's Staff and Parent Driver Policy.

Dismissal from Field Trips

After a field trip, students will be returned to the school site and will be dismissed according to regular dismissal procedures. All chaperones and students are expected to return to school and participate in dismissal. In exceptional cases, students may be dismissed from a field trip location with a parent/guardian chaperone, but this is subject to the discretion of the Principal or Assistant Principal supervising the field trip. If a student needs to be picked up early from a field trip due to illness or another exceptional circumstance, they may be dismissed from the field trip site provided that the staff supervisors get in contact with the students' parent/guardian and the parent/guardian picks the student up or designates an authorized individual over the age of 18 to do so. Any authorized individual must provide proper identification prior to leaving with the student. The staff members supervising the field trip should contact the school's Office Manager to ensure that the child is appropriately signed out for the day.

Student Behavior

Students are under the jurisdiction of Rocketship at all times during the field trip or excursion and all Rocketship expectations and policies continue to be enforced during field trips and excursions.

Students may be excluded from a field trip as a disciplinary measure in accordance with Rocketship's Student Discipline Policy.

Medication on Field Trips

The Principal, Assistant Principal or designee will also review the roster for the field trip with appropriate school personnel to identify any students attending the trip who regularly take medication or require

access to medication while on the field trip. The Principal, Assistant Principal or designee will ensure that a staff member attending the field trip brings along the student medication and is properly trained on how to assist in administering the medication and record the administration of that medication in accordance with Rocketship's Medication Administration policy.

Expenses of Field Trips and Excursions

Rocketship may charge a fee for field trips and excursions pursuant Education Code section 35330. However, Rocketship will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), Rocketship will coordinate the efforts of community service groups to supply funds for students in need.

Field Trip Eligibility

Students must meet school eligibility criteria to attend a school field trip. Students who are chronically truant, as defined by the Rocketship Attendance and Truancy policy, may not be eligible to attend field trips or field days. In appropriate circumstances, criteria will be modified to accommodate student disability or known family need.

SCHOOL MEALS

California has implemented Universal Meals which **allows all our students to eat free breakfast and lunch daily**. Additionally, Rocketship participates in Provision 2 which also allows all our students to eat free breakfast and lunch daily.

Breakfast

Our school participates in universal breakfast, meaning that every student present at school will receive a meal. Studies have shown that students who eat breakfast have more energy, do better in school, and eat healthier throughout the day. Students are *not* required to eat the breakfast provided by the school.

Food Allergies and Dietary Restrictions

Notify the school Business Operations Manager if your child has a known food allergy It may be possible to accommodate your student's allergy in Rocketship lunch orders, but a doctor's note will be required.

Under California law, schools are required to stock emergency epinephrine to be used by trained personnel on anyone suffering or reasonably believed to be suffering from an anaphylactic reaction. For more information, please see the Rocketship Medication Administration Policy.

If your child has a religious or family household dietary restriction such as veganism or vegetarianism, please notify the school's Business Operations Manager. In some cases, it may be possible to accommodate a child's dietary restriction in Rocketship lunch orders.

Rocketship is committed to ensuring the safety of all of our students, staff, and families. Parents are encouraged to remind their students not to share food with others to prevent potential allergic reactions or dietary conflicts.

Food Brought From Home and Outside Food

Rocketship partners with our local food vendor to provide our Rocketeers with healthy meals every day. Students are allowed to bring their own food from home for lunch or snack, but junk food is not allowed on campus. Rocketship does not have facilities to heat or cool food brought from home, so please plan accordingly. Additionally, Rocketship cannot receive or distribute food delivered by third-party services, including restaurant or app-based meal deliveries.

Foods that are encouraged:

- Salads
- Carrots and celery sticks
- Apple slices
- Fresh fruits and vegetables
- Whole Grains
- Healthy snack packs

Please refer to your school's addendum for additional information about your school's specific food policies, including prohibited items and celebration guidelines.

Water

Rocketship allows students, teachers, and staff to bring and carry water bottles at school. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Rocketship reserves the right to restrict certain types of water bottles that may be brought to school.

Rocketship will encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

ACADEMICS

CURRICULUM

Students will be exposed to a well-rounded curriculum that includes reading, writing, English language development, mathematics, science and technology, and social studies. Students will also take physical education and enrichment courses in areas such as art, music, theater, or gardening.
The Rocketship curriculum follows all required state performance standards for what students should know and be able to do at each grade level. This includes the Common Core State Standards for English/Language Arts, English Language Development, and Mathematics.

Teachers will use regular assessments to measure how well students are progressing toward mastery. Rocketship will administer required state testing to the applicable grades.

We use knowledge about student skills to shape whole class instruction, small group work, and small group tutoring. Using individual student data, instruction can be targeted to better meet individual student needs.

Teachers will give students and parents ongoing feedback about student performance. Teachers will often send work home for parents/guardians to sign, and teachers will contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra practice at school and home. Parents/guardians will also regularly receive progress reports and report cards. You should feel free to contact any of your child's teachers regarding their progress at any time.

HOMEWORK

Parents and students may expect homework most weekday evenings. Homework can be an important way for students to practice skills that are part of the curriculum, and also builds the habit of responsibility. Research has shown that students who consistently do their homework are more likely to be successful when they go to college. In order to set our students up for success, when assigned, homework will be checked for completion.

If homework is found incomplete (this includes a missing part of a question, section, and/or parent signature), and does not have prior excusal, the student may be assigned tutoring and/ or homework help during morning arrival.

RETENTION, PROMOTION, AND ACCELERATION

Rocketship's instructional model is designed to individualize each student's learning plan, recognizing individual differences and supporting both academic and social growth. Upon enrollment, students are typically placed in the next consecutive grade level. Rocketship schools generally do not make immediate decisions to have new students repeat or skip a grade. Instead, students are assessed objectively after enrollment to determine any specific needs. Grade retention is considered only in rare and exceptional circumstances or when required by state or local law.

STATE TESTING

Rocketship shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

CALIFORNIA HEALTHY KIDS SURVEY

Rocketship will administer the California Healthy Kids Survey ("CHKS") to students at grades five whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables Rocketship to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

TEACHER QUALIFICATION INFORMATION

As Rocketship receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending Rocketship may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

- Whether the student's teacher:
    - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - Is teaching in the field of discipline of the certification of the teacher; and
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, Rocketship will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director to obtain this information.

STUDENT SUPPORT AND SPECIAL EDUCATION

SPECIAL EDUCATION AND CHILD FIND ACTIVITIES

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. Rocketship provides a free, appropriate public education to students with disabilities according to state and federal mandates. Rocketship provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, SELPA policies and procedures, and applicable policies and procedures. Services are available for special education students enrolled at Rocketship. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. Rocketship collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, Rocketship is responsible for identifying, locating, and evaluating children enrolled at Rocketship with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth.

Rocketship has systems in place that assist the school in determining whether a student may have a disability. These include a specific "Child Find" form that is completed by parents upon enrollment in a Rocketship school. This also includes a Student Study Team (SST), or pre-referral, process in which school teams analyze data to identify students who are struggling academically, socially, or behaviorally and develop interventions to support the student. Rocketship has additional evidence-based interventions that are made available to students who require it; these include both differentiated instruction in the classroom and supplemental interventions in the learning lab and classroom. School teams monitor the progress of every child who receives intervention services in order to be able to identify any student who is not responding to interventions. Students who don't respond adequately to pre-referral interventions are referred for a more intensive level of support, which may include a formal evaluation to determine if the student is eligible to receive special education services as a child with a disability.

Rocketship will not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact their classroom teacher, or a school leader at your school site.

STUDENT ACCOMMODATIONS AND SECTION 504

Rocketship recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of Rocketship. Any student who has been identified with a disability which substantially limits a major life activity, is eligible for accommodations by Rocketship. The parent/guardian of any student suspected of needing or qualifying for accommodations under Section 504 may ask the school Principal to make a referral for an evaluation.

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Please refer to your school's addendum for the designated Section 504 Coordinator.

MULTILINGUAL LEARNERS

Rocketship is committed to the success of its Multilingual Learners (MLLs), which includes those students traditionally referred to as English Learners, and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. Rocketship will meet all applicable legal requirements for MLLs as they pertain to annual notification to parents, student identification, placement, program options, MLL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Rocketship will implement policies to assure proper placement, evaluation, and communication regarding MLLs and the rights of students and parents.

STUDENT RECORD REQUESTS

Third-parties are prohibited from accessing confidential student records absent current written consent from the student's parent/guardian, an applicable FERPA exception, or a valid court order. Signed consent from the student's parent/guardian must be dated within one year of the request to release student records.

If an educational advocate, attorney, social worker, guardian ad litem, or observer/evaluator wishes to review and/or copy student special education records, the school Principal/designee must first contact a member of Rocketship Education's legal team for guidance on whether or not to release educational

records or other student data. For more information regarding student record requests, see the Notifications of Rights and Assurances.

OUTSIDE PROVIDERS

Rocketship is responsible for providing all Rocketship students with disabilities a free and appropriate public education and are committed to providing all students a FAPE based upon their individual needs. Rocketship schools provide special education and related services through the use of qualified personnel either employed by or contracted by Rocketship.

At times families may choose to access services outside of the school through a clinical model. At Rocketship we welcome collaboration with external providers in the forms of: observations, data collection, team partnership and collaboration such as team meetings with internal (RSED) and external providers so that all providers can discuss student support.

Any visits to campus by an outside provider must be in compliance with Rocketship's visitor policy and subject to reasonable limits therein. Rocketship does not allow external providers to provide direct services to students on campus during the school day/at any time which includes before/after school hours. This ensures the safety and confidentiality of all students as well as the supervision of quality services provided in alignment to the student's operative IEP.

Deviations from this policy may be requested in writing to the Executive Director and may be granted in special circumstances in the sole discretion of the Executive Director.

SCHOOL OBSERVATIONS

All visitors shall adhere to Rocketship Campus Access and Visitors Policy.

Parents/guardians, parent-appointed designees, and/or professional evaluators can conduct evaluations in school. Evaluators will be asked for a letter that indicates what assessment the evaluator is conducting and includes the parent/guardian's written consent to conduct the assessment of the student at school. Attorneys have no legal right to observe any class and will not be permitted to do so.

All observations/evaluations must be scheduled prior to the day of arrival at the school. Please make an appointment with the school Principal/designee and the ISE Team. All observers/evaluators must sign the Confidentiality Agreement and give it to the school Principal/designee and the ISE Team before the start of the observation/evaluation.

School staff may accompany an individual during a classroom observation/evaluation, at Rocketship Education's discretion. Observers/evaluators shall have no direct interaction with students, including the student who is the subject of the classroom observation/evaluation, and must refrain from engaging the attention of the teacher or other students. Not more than three individuals shall be allowed in a classroom during the observation/evaluation and shall be two hours or less. Any request for an extension beyond two hours must be made in advance and granted at Rocketship Education's discretion.

BEHAVIORAL EXPECTATIONS AND DISCIPLINE

ROCKETEER CODE OF CONDUCT

Safety, order, and student discipline are fundamental to learning at Rocketship. Rocketship expects all students to behave in a way that fosters a safe and welcoming environment for other students, Rocketship staff, and community members.

The Rocketship Code of Conduct includes the following non-negotiable expectations for our Rocketeers:

- Adherence to the Rocketship Commitment to Excellence.
- Adherence to the Rocketship **Core Values**.
- Adherence to the **Rocketship Creed.**

Please refer to your school's addendum for your school's Core Values and Creed.

COMMITMENT TO NON-DISCRIMINATION AND EQUAL OPPORTUNITY

Statement of Non-Discrimination

Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, and bullying, on the basis of a protected characteristic, are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship is committed to providing an educational atmosphere that is free of unlawful discrimination under Titles IV, VI, and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; The Age Discrimination Act of 1975; the IDEIA; Title II of the Americans with Disabilities Act of 1990; Section 504 of the Rehabilitation Act of 1973; the Genetic Information Nondiscrimination Act of 2008, and applicable state and local laws.

Rocketship does not discriminate on the basis of sex and prohibits any acts of sex discrimination including sexual harassment in any education program or activity that it operates, as required by State law, Title IX

(20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

Rocketship does not discriminate against any student or employee. Rocketship does not condone or tolerate unlawful discrimination, including harassment, intimidation, or bullying, based on the actual or perceived protected characteristics by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. No student shall be denied enrollment, continued enrollment or access to educational programing available at Rocketship on the basis of any characteristic protected under applicable state or federal law or local ordinance.

To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of discrimination or harassment and take appropriate corrective action, if warranted.

Rocketship prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

This Non-Discrimination Statement can also be found on the school's website.

Prohibited Harassment and Retaliation

Harassment on the basis of a protected characteristic is a form of discrimination and Rocketship is committed to maintaining a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and state law.

Prohibited Sexual Harassment includes, means conduct on the basis of sex that satisfies one or more of the following:

1. Quid pro quo harassment, where an employee of the school conditions the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct;
2. Hostile environment harassment, which is unwelcome conduct, determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively

denies a person equal access to the school's education program or activity (e.g., skipping class, dropping out of an activity, having trouble concentrating in class); or,

3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Examples include but are not limited to:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.
- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses, physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances towards a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination; provided information or witnesses; or, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this Policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this Policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment on the Basis of Sex - Title IX Violation

Complaints of sexual harassment, sexual assault, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
2001 Gateway Place, Ste. 230E
San Jose, CA 95110
rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainant about the investigation process, about their rights under Title IX and other relevant laws.

Reports of Discrimination or Harassment - All Other

Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made verbally or in writing and can be made in person, by telephone, by mail, by email or in writing using the General Complaint Form available in every school's front office. A school employee who receives a report of discrimination that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation under Title IX should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps.

Confidentiality

To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this Policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent(s) and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant(s) or respondent(s), to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

Title IX Complaints

Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer, and an investigation of those complaints is conducted promptly and impartially pursuant to related Title IX Complaint Procedures outlined under the Notification of Rights and Assurances section of this Handbook. The Title IX Policy and Grievance Procedures also may be found on Rocketship's website.

General Complaints

All other complaints of discrimination or harassment that do not involve allegations of Title IX violations should be made under the General Complaint Process described under the Notification of Rights and Assurances section of this Handbook.

BULLYING PREVENTION

Bullying can have a harmful social, physical, psychological, and academic impact on victims, bystanders, and bullies. Bullying at Rocketship is strictly prohibited and will not be tolerated.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- Causing a reasonable student to experience substantial interference with their academic performance.
- Causing a reasonable student to experience a substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by Rocketship.

Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship's policy and procedures for addressing bullying complaints through either the General Complaint Process or the Title IX Process (as appropriate) which are included in the Policies, Notifications of Rights, and Assurances section of this handbook.

STUDENT DISCIPLINE - GENERAL OVERVIEW

Rocketship promotes positive behavior at school and aims to create learning environments that are more consistent, predictable, positive, and safe. We clearly define behavioral expectations and consequences, create systems for recognizing and reinforcing positive behaviors, and provide our students with social-emotional learning.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

If students do not respond to our positive behavior supports or classroom management systems, Rocketship may take alternative in-school disciplinary action.

STUDENT DISCIPLINE - IN-SCHOOL DISCIPLINARY ACTIONS

Rocketship relies on proactive, preventive support to promote positive behavior at school. Rocketship has implemented a Positive Behavior Interventions and Supports (PBIS) framework in all schools. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe. Key PBIS practices include clearly defined behavioral expectations and consequences, systems for recognizing and reinforcing positive behaviors, data-based decision making, multi-tiered systems of support, and the implementation of core social-emotional learning curricula.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

In the event that Rocketship's PBIS infrastructure and classroom management systems are insufficient to prevent disciplinary infraction, or a disciplinary infraction is serious enough to immediately warrant additional discipline, Rocketship may take alternative in-school disciplinary action. These actions depend on the circumstances of the offense and may include, but are not limited to, the following:

- Sending the student to the Principal's office.
- Time Out or temporary placement in another classroom.
- Calling or writing/emailing the student's parent/guardian.
- Arranging a conference with the student, parent, teacher and/or administrator.
- Implementing a temporary individualized behavior plan for the student.
- Implementing counseling sessions with a designated staff member.
- Peer mediation.
- Requiring that the student complete a reflective essay or assignment.
- Community Restoration, including requiring that the student take actions to

counteract/ameliorate a problem (i.e., fixing something the student broke).
- Referring the student to a Student Support Team.
- Restricting the student's participation in after-school/extra-curricular activities or field trips.
- Holding the student for detention or additional instructional time during lunch or before/after school.
- Confiscating inappropriate items related to the disciplinary infraction.

Corporal punishment shall not be used as a disciplinary measure against any student. "Corporal punishment" includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, "corporal punishment" does not include an employee's use of force, restraint and/or seclusion that is used only when a student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others.

As described above, severe infractions that threaten the safety or health of students, staff or others, may be cause for suspension or expulsion.

STUDENT DISCIPLINE - SUSPENSIONS, AND EXPULSIONS

Overview - Suspensions and Expulsions

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to discipline, suspension, or expulsion.

A student may be disciplined, suspended or expelled for prohibited misconduct if the offending act is on school grounds at any school-sponsored activity or supervised activity and off school grounds, and outside of school hours *if* in the school's sole discretion, such conduct creates a substantial disruption to the school environment and/or interferes with another student's ability to participate in the school program and/or benefit from the school's program while on school property and/or at any school-sponsored or supervised activity. This may include misconduct occurring outside of school hours such as activity on digital media, applications, online platforms, through telephone, cellular phone or text messages and other communication devices and methods.

In-School Suspensions

In-school suspension ("ISS") is the temporary removal of a student from one or more of their classes for a period of time. While in ISS a student remains in school, is counted present, and provides an in-school opportunity for them to complete and receive credit for class assignments. During ISS, students will complete schoolwork in a location separate from their class. ISS is not intended to be an alternative to or long-term replacement of the student's regularly scheduled class.

ISS may be used in the event that a student is engaging in prohibited conduct that is making the classroom environment physically or emotionally unsafe for other students or that severely disrupts a class or school-sponsored activity.

Only the Principal or Assistant Principal, with prior approval from their supervisor, shall assign a student to ISS. Students assigned to ISS must have written notification of the date and duration of the ISS assignment. Assignment to ISS and the scheduling of the days assigned are at the Principal's discretion.

Principals should assign a student to ISS as soon as possible after the infraction is reported.
The principal will ensure that students assigned to ISS are:

- provided a safe, positive environment with proper supervision.
- provided appropriate coursework or activities of academic value and allowed to complete that work during their assignment to ISS.
- provided any required classroom supports and services to complete the coursework during their assignment to ISS.

Additionally, classroom teachers will:

- provide classwork commensurate to the work missed for a student assigned to ISS.
- record the student as present while assigned to ISS. There will be no attendance-related penalty for assignment to ISS.
- evaluate and give credit for work that is completed while assigned to ISS.

The student's parent/guardian must be notified of a student's assignment to ISS at the time that the ISS placement is scheduled. The Principal should contact a parent/guardian by phone or in-person meeting. If the parent/guardian cannot be reached in this manner, the Principal or their designee may make contact through email.

Out of School Suspensions and Expulsion
When disciplinary infractions occur on campus, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy applies and will guide the process.

Grounds for Suspension and Expulsion

Students **may** be suspended when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- Possessed, sold, or otherwise furnished any type of knife or other dangerous object or no reasonable use to the student unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
- Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code§§ 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §§ 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of their own prescription products by a student. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code § 11014.5.
- Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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

- Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This does not apply to students in grades K-3.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.

    - "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        - Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        - Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        - Causing a reasonable student to experience substantial interference with their academic performance.
        - Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by Rocketship.

    - "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        - A message, text, sound, video, or image.
        - A post on a social network Internet Web site including, but not limited to:
            - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- An act of cyber sexual bullying.

  - For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

A student **must** be suspended and recommended for expulsion for any of the following acts when it is determined that the student:

- Possessed, sold or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certified school employee, with the Principals or designee’s concurrence.
- Brandishing a knife at another person.

- Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4 or committing a sexual battery as defined in Penal Code section 243.4.

If it is determined by the Academic Affairs Committee that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required by this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii)rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

Notice to Teachers

Rocketship shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Suspension Procedures

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

Suspensions at Rocketship will adhere to the following procedures:

Conference

In accordance with Ed Code 47605(c)(5)(J)(i), suspensions of less than 10 days will be preceded by a conference conducted by the Principal or designee with the student and their parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference in an emergency situation, both the parent/guardian and student shall be given the opportunity to conference within two school days.

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

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

No penalties may be imposed on a student for failure of the student's parent/guardian to attend a conference with school officials. A student's return to school from an issued suspension will not be contingent upon a parent/guardian's ability to attend a conference or meeting with school staff.

Notice to Parents/Guardians

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

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

Suspension Time Limits/Recommendation for Expulsion

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

Upon a recommendation of expulsion by the Principal or Principal's designee, the student and the student's parent/guardian or representative will be invited to a second conference to determine if the

suspension for the student should be extended pending an expulsion hearing. In such instances when the School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

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

Rights During Suspension

In accordance with Education Code 47606.2 and 48913.5, Rocketship will do the following during a student suspension:

- Upon the request of a parent, a legal guardian or other person holding the right to make education decisions for a suspended student, Rocketship will provide the homework that the student would have been assigned during their suspension.
- If a homework assignment that is completed during suspension and turned in, that assignment will be included in the calculation of the student's overall grade.

Expulsion Procedures

An expulsion is the permanent dismissal of a student from the Rocketship program, subject to any rehabilitation plan as further described below. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school. The full authority of the Rocketship governing Board of Directors ("the Board") to hear and conduct expulsions shall be granted to the Academic Affairs Committee, a committee of the Board. The Academic Affairs Committee shall consist of three board members. The Academic Affairs Committee may expel any student found to have committed an expellable offense. Instead of conducting the hearing itself, the Academic Affairs Committee may appoint an impartial administrative panel, as described below. The Academic Affairs Committee will pre-appoint a panel of at least five certificated Rocketship staff members, each from different Rocketship school sites. Should any of the persons appointed to the panel work at the school in which the student is enrolled, they will recuse him/herself from the proceedings.

In accordance with Ed Code 47605(c)(5)(J)(ii), for expulsions and suspensions in excess of 10 days, Rocketship shall provide timely written notice of the charges against the student and an explanation of the student's basic rights.

Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Principal or designee determines that the student has committed an expellable offense, unless the student requests, in writing, that the hearing be postponed.

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

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

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- Rocketship must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The Administrative Panel or the Academic Affairs Committee may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel or the Academic Affairs Committee from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, Rocketship must present evidence that the witness' presence is both desired by the witness and will be helpful to Rocketship. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the room during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel and decision by the Board to expel must be supported by a preponderance of the evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and written declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Written Notice to Expel

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

- notice of the specific offense committed by the student and
- notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Academic Affairs Committee, which will make a final determination regarding the expulsion. The final decision by the Academic Affairs Committee shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their educational program.

Written Notice to Expel

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

- notice of the specific offense committed by the student and
- notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.
- notice of the right to appeal and the process
- information regarding rehabilitation and readmission
- information regarding alternative education.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

Right to Appeal

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

Post-Expulsion- Possibility for Readmission of Expelled Students

The decision to readmit a student who has been expelled from a Rocketship school shall be in the sole discretion of the Board.

Special Procedures for Suspension and Expulsion of Students with Disabilities

Services During Suspension

Students with disabilities pursuant to the Individuals with Disabilities Act ("IDEA") suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination shall take place. "Change of Placement" includes a recommendation for expulsion or a cumulative removal of more than 10 school days in a school year. Rocketship, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the IEP Team determines that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability and:

- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan and change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP or Section 504 Plan, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be

applied to students without disabilities.

Due Process Appeals

If the parent of a child with a disability disagrees with any decision regarding a disciplinary change in placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent or school may request an expedited administrative hearing through the regional administrative hearing office.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student will remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the 45 day time period provided for in an interim alternative educational setting, unless the parent and the school agree otherwise. Rocketship shall comply with 20 U.S.C. Section 1415(k)(2), which states that interim alternative educational setting shall be determined by the IEP team.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or School may request a hearing.
In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person

while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Rocketship's behavioral policies may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

Rocketship shall be deemed to have knowledge that the student had a disability if one of the following conditions exists prior to the behavior at issue:

- The parent of the child expressed concern in writing to supervisory or administrative personnel of Rocketship, or a teacher of the child, that the child is in need of special education and related services;
- The parent of the child requested an evaluation of the child pursuant to §§ 300.300 through 300.311; or
- The teacher of the child, or other Rocketship personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

Rocketship shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible. If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline.

The school shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Disciplinary Records

Rocketship shall maintain records of all student suspensions and expulsions at Rocketship. Such records shall be made available to the chartering authority upon request.

Involuntary Removal

No student shall be involuntarily removed by a Rocketship school for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native

language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, Rocketship shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until Rocketship issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

For the purposes of this policy, the term "parent/guardian" shall include a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an American Indian/ Native Alaskan's tribal social worker and, if applicable, county social worker.

LOST OR DAMAGED SCHOOL PROPERTY

If a student willfully damages Rocketship's property or the personal property of a Rocketship employee, or fails to return a textbook, library book, computer/tablet or other Rocketship property that has been loaned to the student, the student's parents/guardians may be liable for all damages caused by the student's misconduct. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student's family due process, the school reserves the right to implement enforcement measures available to it under law.

STUDENT DRESS CODE

Rocketship's dress code seeks to maximize learning, and minimize disruptions during the school day and foster school/community spirit. Rocketship wants to ensure all students are prepared each day to comfortably participate in and focus on all school activities. Accordingly, students are expected to wear the Rocketship uniform to school every day.

The Rocketship uniform consists of:

- any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts,
- a Rocketship uniform shirt or a dark purple shirt.

- any sweaters and jackets must be solid colored gray, black, or purple when worn inside the school building.
- comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a uniform colored collared shirt (without the Rocketship logo).

Parents will be called if appropriate clothing is not available or if the student refuses dress-code appropriate clothing.

Please refer to your school's addendum for your school's uniform colors and details.

The following are NOT permitted on any Rocketship campus. Any article of clothing, accessory, or markings that:

- exhibits curse words, slurs, or hate speech.
- displays logos, slogans, words, or pictures promoting or depicting alcohol, tobacco, drugs, vandalism, bigotry, violence, sexual connotations, or profanity. This includes clothing with phrases or pictures that have double meanings.
- does not reasonably fit.
- could be dangerous when playing, participating in physical education, or participating in school activities.
- interferes with or disrupts the student's ability, or the ability of other students, to participate in physical education, school activities, or their learning.
- is headgear including hats, hoodies, and caps unless permitted for religious, medical or other reasons by school administration.

Rocketship reserves the right to determine what constitutes a violation of this dress code policy. Rocketship may contact the student's parent/guardian to discuss the dress code violation.

Rocketship respects and protects students' religious, ethnic, and cultural expression. Students may wear any religiously, ethnically, or culturally specific head coverings or hairstyles, including but not limited to hijabs, yarmulkes, and head/hair wraps.

PERSONAL BELONGINGS

Students are not allowed to have the following items at school:

- Gum and Candy
- Weapons and toy weapons
- Matches or any flammable item
- Any illegal substance
- Toys, games, cards, stuffed toys/animals, dolls, and fidget spinners
- Electronic devices and toys
- Any other personal items that are dangerous or become a distraction to the student or the classroom can be confiscated.

STUDENT CELL PHONES AND PERSONAL DEVICES

Students may not use cell phones or other personal electronic devices during school. If a student does use a cell phone or device to school, it may be confiscated and returned to their parents/guardians. A student may only use a cell phone under the following circumstances:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a Rocketship staff member grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician determines that the possession or use of a private device is necessary for the health of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Students who use a personal electronic device in violation of this policy may be subject to disciplinary procedures. Rocketship in no way assumes any responsibility for and will not replace any damaged, lost, or stolen cell phones or personal devices.

HEALTH AND SAFETY

MEDICATION ADMINISTRATION

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with state laws and regulations.

Rocketship strongly encourages families to administer temporary and/or maintenance medications outside of school hours. If this is not possible, medication can be administered at school.

Rocketship staff will administer all medication in accordance with applicable law, the Medication Authorization Form on file, and established guidelines. Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Authorization Form among other required documents. Parents/guardians should contact the Office Manager for a copy of the Medication Authorization Forms and for a copy of Rocketship's full Medication Administration Policy.

The Medication Administration Form must include:

- Written medical authorization, signed by a licensed health practitioner, that states:
    - The name of the student;
    - Emergency contact information for the student's parent/guardian;
    - Contact information for the student's licensed health practitioner;
    - The name, purpose, and prescribed dosage of the medication and route of administration;
    - The frequency that the medication is to be administered;
    - The possible side effects of the medication as listed on the label;
    - The circumstances under which the medication may or must be administered;
    - Other medication the student may be receiving at home;
    - Special instructions or emergency procedures;
    - In the case of self-administered medication, confirmation that the student has been instructed in the proper technique for self-administration of the medication and has demonstrated the ability to self-administer the medication effectively.

- Written authorization, signed by the student's parent/guardian, that states:
    - That a trained employee or agent of the school may administer medication to the student in accordance with all applicable state laws and regulations; or
    - in the case of self-administration, the student may possess and self-administer the medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation; and
    - that the name of the student may be distributed to appropriate school staff, as determined by the Principal.

- Written acknowledgment that any person assisting in the self-administration of medications to students or performing health care procedures, including administration of medication, shall not be liable in any court of law for any injury resulting from the reasonable and prudent assistance in the self-administration of medication or the reasonable performance of health care procedures, including administration of medications, if performed pursuant to this

Policy.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Authorization Form to Rocketship. All Medication Authorization Forms must be updated at least annually.

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than their own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to their prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

IMMUNIZATIONS

To promote the health and well-being of all students, and to comply with state laws and regulations, Rocketship requires all students to present proof of certain immunizations prior to beginning school at a Rocketship campus.

Rocketship adheres to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

Required Immunizations, Records and Reports
California law requires that an immunization record be presented to Rocketship staff before a child can be unconditionally enrolled in school. Entering students who are not exempt must provide Rocketship written verification from a doctor or immunization clinic of the following immunizations:

Immunization (TK/K-12)	Dosage
Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses
Polio	Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses
Hepatitis B (Hep B)	Three (3) doses
Varicella (chickenpox)	Two (2) doses
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose

Varicella	Two (2) Doses

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with Rocketship's Educational Records and Student Information Policy. Rocketship will file a written report on the immunization status of all new entrants to Rocketship with the California Department of Public Health ("CDPH"), on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Rocketship shall immediately admit a foster child, as defined in Education Code Section 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter Rocketship's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

Conditional Admission

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Principal or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Principal or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted a valid exemption. If a student conditionally admitted fails to fulfill the conditions of admission, Rocketship will prohibit the student from further attendance until that student provides proper documentation of the student's compliance with the immunization requirements as required by law.

Exclusion

If Rocketship discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, Rocketship will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by Rocketship. If the student does not provide documentation of having received all required immunizations within the time period designated by

Rocketship, per State law, Rocketship shall exclude this student from attendance. The student shall remain excluded from Rocketship until the student provides proper documentation of the student's compliance with the immunization requirements as required by law. Information regarding the student's exclusion shall also be reported to Student Information Services.

Documentary Proof

The Principal shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the CDPH.

Exemptions from Immunization Requirements

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following **exceptions**:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Sections 120370-120372.
    - Commencing January 1, 2021, the CDPH standardized medical exemption form shall be the only documentation of a medical exemption that Rocketship shall accept.
    - On and after July 1, 2021, Rocketship shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a CDPH standardized medical exemption form as required by law.
    - Medical exemptions remain valid until the earliest of:
        - the child's enrollment in the next grade span, as defined below;
        - the expiration date specified in a temporary medical exemption, which shall not exceed one year; or
        - revocation of the exemption pursuant to Health and Safety Code Section 120372.

2. Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction.
    - A student who has not received all of the required immunizations will not be eligible to attend classes at a Rocketship campus unless the student is otherwise exempt under #1 or #3.

3. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the Rocketship, shall be allowed to enroll at Rocketship without being fully immunized until the student enrolls in the next grade span, as defined below, pursuant to Health and Safety Code Section 120335(g).

"Grade span" means each of the following:

1. Birth to Preschool.
2. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
3. Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in Health and Safety Code Section 120335(b) and the child's documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from Rocketship until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

This Policy does not prohibit a student who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student's IEP.

HEALTH EXAMINATIONS AND SCREENINGS

Physical Examinations and Right to Refuse
A parent/guardian having control or charge of any child enrolled in Rocketship may file annually with the Executive Director a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Oral Health Assessment
Students enrolled in transitional kindergarten or kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to present proof of having received an oral health assessment completed by a dental professional that was performed within 12 months before the student's initial enrollment in a public school. Please contact the main office if you have questions about this requirement.

DIABETES

The California Department of Education (CDE) has developed informational materials for parents, guardians, and families to educate them about type 1 diabetes. Copy of that information sheet and other informative information regarding type 1 diabetes is available at the CDE's website:
https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp

The information included within this handbook serves as provision to parents/guardians of a student newly enrolling and as the annual notice for enrolled student.

HEAD LICE

If a student is suspected of having head lice (i.e., constant itching or tickling feeling in the hair), the school nurse or other trained school employee may examine the hair of the suspected student for lice or nits (lice eggs). In certain circumstances, the employee may also examine other members of that student's household who are students at the school. If a student is positive for live head lice, the student is to be sent home at the end of the school day with information to the parents regarding treatment and control measures. Students with head lice do not need to be sent home early, they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Any absences related to head lice will be documented and counted as an excused absence in accordance with Rocketship's Attendance and Truancy Policy.

Exposure Notice
If there are two or more students affected in any class, Rocketship will send home an exposure notice with information about head lice to all parents/guardians in that class. Rocketship will maintain the privacy of students identified as having head lice and excluded from attendance**.**

Returning to School
Rocketship will provide parents/guardians of affected students with instructions on how to conduct post-treatment examinations on their children. Parents/guardians may send their child back to school when they believe that the child's hair is no longer infested with head lice. Parents should not withhold the child from school for any days longer than necessary; typically, no more than three days. Any absences longer than three days require a doctor's note. If the family is unable to obtain a doctor's note, the family should arrange to have a meeting with the school to discuss the length of absence. The school has the discretion to excuse additional days if school staff determine this is necessary. The school nurse or other trained staff members may reexamine the student's hair upon return. If the student shows no trace of live head lice, the student may return to school.

SAFETY PLANS

Safety is our first priority. To make sure our staff and students know what to do in case of an emergency, we follow a rigorous calendar of staff training, safety team meetings, campus walkthroughs, and safety drills. Every school is equipped with a detailed Health and Safety Plan that contains our emergency response plans, including plans for earthquakes, fire, severe weather, and lockdowns.

Please refer to your school's addendum for your school's detailed evacuation locations and directions.

Emergencies
In order for us to keep our campus safe during an emergency, we need our families to understand the following:

- In the event of an emergency, we will share information with families via our automated calling system. Please make sure your updated contact information is in our system.
- If there is an incident on or near our campus, please stay at home and wait for instructions from our school leaders. We need the public to stay away while we secure our campus and account for all students. When it is safe to come to the school, you will be contacted.
- After an emergency incident, we may need to change the way we dismiss students. You may be asked to present a photo ID in addition to your child's Walker/Rider card. Please wait for instructions from school leaders before coming to campus.

WEAPONS AND FIREARMS

Rocketship prohibits any weapons, imitation firearms or dangerous objects of any kind in school buildings, on school grounds or buses, or at off campus school-related or school sponsored activities, with the exception of weapons and/or firearms in the possession and/or control of law enforcement officers and security officers.

Notice of Safe Storage of Firearms
The purpose of this notice is to inform and to remind parents and legal guardians of all students at Rocketship of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm

and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
    - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

DRUGS, ALCOHOL, AND TOBACCO

Rocketship is committed to maintaining campuses free of alcohol, smoke, and illegal drugs. No one may smoke on campus and may not bring alcohol or illegal substances of any kind to our school.

If a student is suspected of being under the influence of drugs or alcohol, the school will immediately contact their parent/guardian and, when appropriate, seek medical attention. If a student is found in possession of drugs, alcohol, or tobacco products, they will be subject to discipline and possible suspension or expulsion under Rocketship's discipline policies.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH") has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch can be found here: https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx

CAMPUS SEARCHES AND SEIZURES

To protect the safety of all students, staff and the community, Rocketship reserves the right to search a student's person, personal property, and school property assigned to the student when there is reasonable suspicion that the student violated a Rocketship policy and/or state/federal law. All searches shall be authorized and conducted by a member of the school leadership team in the presence of an adult witness.

Student desks, cubbies and lockers, are school property and remain at all times under the control of the school. Student desks, cubbies, and lockers may not be used to store unauthorized, illegal, or contraband materials. The acceptance and use of school facilities and/or the presence on school campus by any student, shall constitute consent by the student to the search of such school facilities, student property, student use areas, by authorized school personnel and/or law enforcement.
Similarly, at their discretion and where they deem appropriate, Rocketship school leaders may confiscate a student's mobile/smartphone/ personal electronic device.

To ensure the safety of the school community, when there is reasonable suspicion, an individual is in violation of Rocketship's Campus Access and Visitors Policy and/or local or federal laws, Rocketship retains the right to require a property search as a condition to enter campus.

INTERNET SAFETY AND ACCEPTABLE USE

Rocketship uses advanced education technology to support personalized instruction for all students and facilitate comprehensive data analysis. Rocketship adheres to the federal requirements and guidelines set forth in the Children's Internet Protection Act (CIPA) (47 U.S.C. § 254(h)). Visit http://www.ifea.net/cipa.html to view CIPA in its entirety.

Definitions

"Minor" means any individual under 18 years of age.

"Technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

- Obscene, as that term is defined in 18 U.S.C. § 1460;
- Child Pornography, as that term is defined in 18 U.S.C. § 2256; or
- Harmful to minors, as that term is defined below.

"Harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

- Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. "Sexual act" and "sexual contact" have the meanings defined in 18 U.S.C. § 2246.

An authorized person must be able to disable the blocking or filtering measure during any use by an adult to enable access for bona fide research or other lawful purposes.

Educational Purpose

Rocketship's Internet system is limited to educational purposes. Acceptable activities include classroom activities and high-quality research. Rocketship computers are not to be used for entertainment purposes

unless specifically authorized by a staff member in accordance with this policy.

Technology Protection Measures
To the extent practicable, Rocketship will use technology protection measures to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. The selected technological filter will be designed to prevent a user from sending, receiving, viewing, or downloading materials that are harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage
In accordance with CIPA, the following uses of Rocketship Internet system are considered unacceptable:

- Unauthorized access, including "hacking." This includes logging in through another person's account and accessing another person's files; making deliberate attempts to disrupt the computer system; destroying data by spreading computer viruses; and downloading software without the explicit consent of a staff member. Rocketship students shall immediately notify a teacher if they have identified a possible security problem.
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors. This includes posting a student's personal contact information (i.e., name, email address, home address, telephone number, school address) through email or through websites that solicit personal information, social networking websites, and Internet chat rooms.
- Illegal activities. This includes using the Internet to engage in any illegal act, including, but not limited to, arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, or threatening the safety of another person.
- Inappropriate online behavior. This includes using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language while online; engaging in personal attacks or cyberbullying, including prejudicial or discriminatory attacks; and knowingly or recklessly posting false or defamatory information about a person or organization on any websites.
- Plagiarism.
- Accessing inappropriate material. This includes material that is designated for adults only or is profane or obscene (i.e., pornography), or harmful to minors, material that advocates illegal or dangerous acts, or material that advocates violence or discrimination.

Supervising and Monitoring
It shall be the responsibility of all members of the Rocketship Schools team to educate, supervise and monitor appropriate usage of the access to the Internet, including electronic mail by and within the

Charter School. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of Rocketship's Executive Director or their designated representatives.

Staff shall monitor students while they are using Rocketship computers, laptops, or tablets to access the internet or online services on a Rocketship campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Rocketship equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy. Parents/Guardians are encouraged to discuss internet safety with their children.

Training

Rocketship will provide age- appropriate training for students and staff who use Rocketship computers and network. The training provided will be designed to promote Rocketship's commitment to:

- The standards and acceptable use of Internet services as set forth in this policy.
- Student safety with regard to Safety on the Internet; appropriate behavior while online, on social networking Web sites, and in chat rooms; and cyberbullying awareness and response.
- Appropriate communication between staff and students via the internet, social media, and text messages or phone calls.
- Compliance with the E-Rate requirements of the Children's Internet Protection Act ("CIPA").

Disciplinary Action

Students should expect only limited privacy in the contents of their personal files or record of web research activities. Record maintenance and network monitoring may lead to the discovery that a student has violated this Policy and/or the law. If there is reasonable suspicion of violation of law or school policy, Rocketship will conduct a search of the student's files and/or internet activities. A student's parent/guardian may request to see the content of a student's files or emails.

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who are found to have violated this policy or any relevant laws will be disciplined in accordance with Rocketship's Discipline Policy.

Rocketship will cooperate fully with local or federal officials in any investigation related to any illegal activities conducted on the school computers or through the school internet network.

Copyright Law

Copyright law protects the ownership of a person's creative works. In an educational setting, students and staff are permitted to use others' works under the Fair Use Clause, if they meet the restrictions and cite the work.

Liability
Rocketship Public Schools is not responsible for any financial obligations arising through the unauthorized use of its computers and/or internet system. A student's parent/guardian can be held financially responsible for any harm to Rocketship's Internet system arising from a student's intentional misuse.

CHILD ABUSE AND NEGLECT

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report when they know or suspect that a student has been or is in danger of being subjected to any of the following: mental injury; physical abuse; physical assault; neglect; sexual abuse; sexual exploitation; sexual assault; exposure to illegal drug-related activity, including ingestion of an illegal drug due to parent/guardian neglect; or exposure to domestic violence in the student's home. Additionally, mandated reporters must make a report when they suspect or know that a student has been injured by a bullet, knife, or other sharp object.

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who fails to report suspected incidents of child abuse or neglect is subject to punishment under state law. Reporters are not required to discuss their suspicions with families prior to reporting the matter to the appropriate authorities, nor are they required to investigate the cause of any suspicious marks, behavior or condition prior to making a report. Consistent with state law, the identity of a mandated reporter cannot be disclosed to the family or anyone else not directly involved in the investigation of the case. Mandated reporters will not be held liable for reports made which are determined to be unfounded provided the report was made in "good faith".

PARENT INVOLVEMENT

ROCKETSHIP'S COMMITMENT

Rocketship Commitment – At Rocketship, we fully commit to our families and students in the following ways:

- We will create a safe place to learn.
- We will respect the background, culture, and individuality of each child.
- We will communicate regularly with you about your child's progress and special needs.

- We will hold high expectations for all students.
- We will work hard to help your child feel successful and increase their sense of self-worth.
- We will provide your child with the academic base and moral compass they need to be successful through college and the rest of their lives.
- We will provide support to you and your child as you determine the best educational path upon graduating from Rocketship.

PARENTS'/GUARDIANS' COMMITMENT

Parents'/Guardians' Commitment- We fully commit to Rocketship in the following ways:

- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn and prepare for college and life by supporting him/her and encouraging him/her to adhere to his/her "commitment to excellence."
- We will make sure our child arrives at school on time every school day.
- We will make arrangements so our child can remain at school until the end of the school day each day and be picked up when school ends.
- We will follow all arrival and dismissal regulations and parking and busing procedures.
- We will make sure our child follows the Rocketship dress code.
- We will ensure that our child is reading or being read to every night.
- We will check our child's homework every night, sign his/her agenda, and we will carefully read and sign (if requested) all the papers our school sends home to us.
- We will meet regularly with teachers to discuss our child's progress and support their work to help our child excel.
- We will participate in as many school activities including parent/family meetings, exhibition nights, community meetings, open house nights, conferences, etc. as reasonably possible.
- We will strive to contribute as many partnership hours to the school community as reasonably possible.
- We, not the school, are responsible for the behavior of our child.

PARENT PARTNERSHIP

Engaged parents are a core pillar of Rocketship's model and critical to our Rocketeers and their long-term success. By actively being included and involved in our schools and their Rocketeers' learning, parents become integrated into the fabric of the school community. An active partnership between families and Rocketship faculty and staff benefits our Rocketeers as they see their parents on campus, and families as they gain a deeper understanding of Rocketship's model and are positioned to reinforce Rocketship's core values at home.

Rocketship encourages families to participate in Parent Partnership Hours each year by supporting or engaging in various school activities. Participation is not required, and there are no consequences or penalties for families who are unable to complete the requested hours.

HOME VISITS

Studies have shown that meaningful parental involvement in the education of their children can have dramatic effects on student achievement. Home visits help parents and teachers come together as equal partners to form a trusting relationship centered on student learning, establish goals for the individual child and the parent-teacher relationship, and invest families in the Rocketship community.

Each Rocketship student will receive a home visit from their core classroom teachers during the beginning of each school year. Teachers will reach out to families to schedule the home visit in advance. Home visits typically last for about one hour.

What happens during home visits may vary according to both parent and teacher preference, but typically home visits include:

- Collaborative academic and personal goal-setting for the student
- Discussion of the student's (and the family's) hopes and dreams
- Discussion of the student's interests both inside and outside of the classroom
- Discussion about communication preferences during the school year
- Explanation about Rocketship's policies and procedures that parents have questions about
- Talking about the history of Rocketship and the mission of the network and school
- Conversations about why the family chose Rocketship, how long they have lived in their community, etc.
- Invitation to an upcoming event at the school (i.e., Back to School Night, community meeting)
- Conversation about the teacher's background

PARENT OPPORTUNITIES ON CAMPUS

We provide many different opportunities for you to stay involved with your child's education. These include (but are not limited to):

- **Family Orientation.** Before school begins each year, parents will receive an invitation to an Orientation. All parents must attend this event.

- **Conferences.** A parent/guardian must attend conferences to meet with teachers to go over a student's progress report and/or report card.
- **Community Meetings.** All parents/guardians are invited and strongly encouraged to attend the scheduled Community Meetings. These meetings will help you stay informed regarding your school procedures and policies and become actively involved in further developing the school's mission.
- **Parent/Family Meetings.** All parents/guardians are invited and strongly encouraged to attend the scheduled Parent/Family Meetings to maintain an active role in their child's learning. These meetings are open to the entire family and typically take place on the weekends or on a weeknight.
- **Leadership groups at the school.** This may include a Parent Leadership group or other parent groups organized at the school.

OPEN MEETING POLICY

All meetings of the Rocketship Education Board of Directors will comply with applicable open meetings law. Agendas will be posted publicly in advance and Rocketship shall also make meeting minutes publicly available upon approval.

POLICIES, NOTIFICATIONS OF RIGHTS, AND ASSURANCES

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 business days after the day the School receives a request for access.

   Parents/guardians or eligible students should submit to the School Principal or designee a written request that identifies the records they wish to inspect. The School Principal of designee will make arrangements for access and notify the parent/guardians or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents/guardians or eligible students who wish to ask the School to amend a record should write to the School principal or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the School decides to amend the record as requested by the parent/guardian or eligible student, the School Principal must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School board. A School official also may include a volunteer or contractor outside of the School who performs an institutional service of function for which the School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another School official in performing their tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

   Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

   Note that Rocketship will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Rocketship to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202

5. The right to request that Rocketship not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

1. To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*3*) are met. (§ 99.31(a)(1))
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
3. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for

the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

5. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
6. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
7. To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
8. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
9. To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
10. To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
11. Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
12. To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
13. To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Notice for FERPA Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information ("PII") from your child's education records. However, the School may disclose certain elements of PII that are appropriately designated "directory information" without written consent, unless you have advised the School to the contrary in accordance with the School's procedures. The primary purpose of directory information is to allow the School to include information from your child's education records in certain school publications and in certain, limited circumstances that the School may determine as appropriate for disclosure. Examples may include:

- A playbill, showing your student's role in a drama production

- Annual yearbook
- Honor roll or other recognition lists
- Promotion or graduation programs
- Sports activity sheets

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Under certain circumstances, within the School's sole discretion, Rocketship may disclose the PII that it has designated as directory information without a parent's prior written consent. In such cases, "directory information," which is defined as set forth below, may be released to requestors in limited circumstances by Rocketship, without additional notice to parents/guardians, unless the parent/guardian timely "opts out" of such disclosures, in writing.

Directory Information at Rocketship includes:

- Student name
- Parent/guardian name, mailing address(es), telephone listing and email address
- Student birth date
- Dates of attendance, Grade Level, and Enrollment Status
- Honors and awards received

If you do not want the School to disclose directory information without your prior written consent, you must submit a completed Directory Information Opt-Out Form. A Directory Information Opt-Out Form is included in annual enrollment documentation or a copy is available upon request at the main office.

Contract for Digital Storage, Management, and Retrieval of Student Records
Rocketship may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws.

This complete policy, included within this handbook, serves as annual notice of the policy.

Solicitation and Disclosure of Student Information for Immigration Purposes
Rocketship shall observe the following:

1. Except as required by state or federal law or as required to administer a state or federally supported education program, Rocketship officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.

2. If Rocketship possesses information that could indicate immigration status, citizenship status, or national origin information, Rocketship will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.

3. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Rocketship will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

4. Rocketship will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

5. During the enrollment process:

    - Where permitted by law, Rocketship shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.
    - Rocketship will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.
    - Rocketship will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Rocketship. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment.

6. Rocketship will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on Rocketship prohibits disclosure, Rocketship

shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, Rocketship shall not release the information. Rocketship will permanently keep the consent notice with the record file.

Rocketship personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

1. Notify a designated Rocketship official about the information request.
2. Provide students and families with appropriate notice and a description of the immigration officer's request.
3. Document any verbal or written request for information by immigration authorities.
4. Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Contract for Digital Storage, Management, and Retrieval of Student Records
Rocketship may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws.

EDUCATION OF FOSTER YOUTH POLICY

The Governing Board of Rocketship recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. In accordance with Section 1112(c)(5)(B) of ESEA (20 U.S.C. §6312(c)(5)(B)), all LEAs, in collaboration with the state Child and Family Services Agency, must ensure the implementation of the foster care provisions under ESEA.

Definitions

- "Foster youth" means any of the following:
    - A child who has been removed from their home pursuant to Section **309** of the California Welfare and Institutions Code ("WIC").

- a child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child' home by juvenile court).
- A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
- A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
  - The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
  - The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
  - The nonminor is participating in a transitional independent living case plan.

- A dependent child of the court of an Indian tribe,[1] consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.
- A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "Former juvenile court school student" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to Rocketship.

- "Child of a military family" refers to a student who resides in the household of an active duty military member.

- "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to Rocketship from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- "Newcomer pupil" is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or

[1] Rocketship shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.[2]

- "Educational Rights Holder" ("ERH") means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

- "School of origin" means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, Rocketship liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

- "Best interests" means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Rocketship students.

- "Partial coursework satisfactorily completed" includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be referred to collectively as "Foster and Mobile Youth."

Rocketship Liaison

[2] A "pupil participating in a newcomer program," as defined in Education Code Section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024, is entitled to the rights of a "newcomer pupil." The Charter School may also, in its discretion, further extend the rights in Education Code Sections 51225.1 and 51225.2 to a "pupil participating in a newcomer program," as defined in Education Code Section 51225.2, as that section read on January 1, 2023.

In order to help facilitate the enrollment, placement, and transfer of foster youth to Rocketship, the Governing Board shall designate a Rocketship foster youth liaison. The Governing Board designates the following position as Rocketship's liaison for foster youth:

Sara Escamilla Guerra
2001 Gateway Place Ste. 230E
San Jose, CA 95110
sguerra@rsed.org
408-726-1999

The liaison for foster youth shall:

- Ensure and facilitate the proper educational placement, enrollment in Rocketship, and checkout from Rocketship of foster youth.
- Ensure proper transfer of credits, records, and grades when foster youth transfer to or from Rocketship.
- When a foster youth is enrolling in Rocketship, Rocketship liaison shall contact the school last attended by the student, within two business days, to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, Rocketship liaison shall provide the student's records to the new school within two business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to Rocketship.
- When required by law, notify the foster youth's ERH, attorney, county social worker, the appropriate representative of the county child welfare agency, and an American Indian/ Native Alaskan child's ERH, tribal social worker and if applicable, county social worker of the student's expulsion or involuntary removal, and at least ten calendar days preceding the date of the following:
    - An expulsion for a discretionary act under Rocketship's charter;
    - any pending meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under Rocketship's charter; an American Indian/ Native Alaskan child's ERH, Tribal social worker, or county social worker, or foster youth's attorney, ERH, county social worker, and the agency representative will be invited to participate.
    - a manifestation determination meeting prior to a change in the foster youth's placement, if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's ERH, attorney, county social worker,

an American Indian/ Native Alaskan child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.

- As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
- As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
    - Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to principals, deans, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.
- Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for Rocketship's foster youth.
- Monitor the educational progress of foster youth and provide reports to the Principal or designee and the Governing Board based on indicators identified in Rocketship's local control and accountability plan.

This policy does not grant Rocketship liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 361 or 726, a surrogate parent, or a foster parent exercising authority under the Education Code. The role of Rocketship liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

Rocketship will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is in their best interest. Rocketship will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking re enrollment in Rocketship as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to Rocketship will be immediately enrolled (subject to Rocketship's capacity, if Rocketship is not the student's school of origin, and pursuant to the procedures stated in Rocketship's charter and Board policy) even if the student

has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

- For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Rocketship liaison may, in consultation with and with the agreement of the foster youth and ERH for the youth, recommend that the youth's right to attend the school of origin be waived and they be enrolled in any school that students living in the attendance area of the school district in which the foster youth resides are eligible to attend or in Rocketship consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Rocketship dispute resolution process.

If Rocketship operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period,

the pupil's educational rights holder, or American Indian/ Native Alaskan custodian in the case of an American Indian/ Native Alaskan child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by Rocketship on non-school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Transportation

Rocketship shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that Rocketship assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. Rocketship is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school

If there are no existing and acceptable agreements with other educational entities, Rocketship will work with the local child welfare agency to establish an agreement clarifying operational and financial obligations for any foster children enrolled in the school with transportation needs.

Any agreements should include a process for identifying all the resources, including no-cost and low-cost options such as public transportation; foster parent or other family members who may be willing and able to transport the student; special education services if the student is eligible; and any other public or private transportation resources either agency has at their disposal to provide transportation to the student.

Any additional costs incurred in providing transportation should be outlined in the agreements and may include: Rocketship shall provide such transportation if the local child welfare agency agrees to reimburse Rocketship for such costs; Rocketship agrees to pay for the cost; or Rocketship and the local child welfare agency agree to share the cost.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances:

- A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date they left school.
- A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

Rocketship shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Rocketship, Rocketship shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Rocketship has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Rocketship within two business days of the request.

If the foster youth did not complete the entire course, they shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that they completed at their previous school. However, Rocketship may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, Rocketship finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course they shall be enrolled in the same or equivalent course, if applicable, so that they may continue and complete the entire course.

Eligibility for Extracurricular Activities
A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waivers of Fees for Afterschool Programs
Rocketship shall not charge any student who Rocketship knows is in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by Rocketship.

Student Records
When Rocketship receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, Rocketship shall provide these student records within two (2) business days. Rocketship shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with Rocketship's Educational Records and Student Information Policy, under limited circumstances, Rocketship may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance
Complaints of noncompliance with this policy shall be governed by Rocketship's Uniform Complaint Procedures policy.

This complete policy, included within this handbook, serves as annual notice of the policy.

EDUCATION OF HOMELESS CHILDREN AND YOUTH POLICY

The McKinney-Vento Homeless Assistance Act ("the McKinney-Vento Act") is a federal law that ensures educational rights and protections for children and youth experiencing homelessness. (42 U.S.C. 11431 et seq.) This policy is written in compliance with the requirements under the McKinney-Vento Act. It addresses relevant definitions; Rocketship's Designated Homeless Liaison; general assurances regarding

the education of homeless children and youth; procedures for identification and reporting; school selection; enrollment and records; transportation rights; and the enrollment dispute resolution process.

Definitions

"Homeless children and youth" mean children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- Living in a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as cars, parks, public spaces, abandoned buildings or substandard housing (for example, condemned buildings or garages), bus or train stations, or other similar settings. In determining whether a housing arrangement may be deemed "substandard, the school may consider whether the setting lacks one of the fundamental utilities such as water, electricity, or heat; is infested with vermin or mold; lacks a basic functional part such as a working kitchen or toilet; presents unreasonable dangers to adults, children, or persons with disabilities. or is otherwise defined as "substandard" under local housing codes.
- Living in motels, hotels, trailer parks (does not include trailers or mobile homes in a mobile home park) or camping grounds due to a lack of alternative adequate accommodations.
- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Living in emergency or transitional shelters.
- Abandoned in hospitals.
- Migratory children who qualify as homeless because they are living in circumstances described above.
- Unaccompanied youth includes a youth not in the physical custody of a parent or guardian.
- A child or unaccompanied youth shall be considered homeless for as long as they are in a living situation described above.

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by Rocketship's Liaison.

Designated Homeless Liaisons

The Rocketship Homeless Liaison serves Rocketship students in the designated region(s) below.

Sara Escamilla -Guerra
2001 Gateway Place Ste. 230E

San Jose, CA 95110
sguerra@rsed.org
408-726-1999

The Homeless Liaison is required to:

- Ensure that homeless children and youth are identified by school personnel and through outreach and coordination with other entities and agencies.
- Ensure that homeless students enroll in, and have full and equal opportunity to succeed in, Rocketship schools.
- Ensure that homeless families, children, and youth have access to and receive educational services for which they are eligible.
- Ensure that homeless families, children, and youth receive referrals to health, dental, mental health, and substance abuse services, housing services, and other appropriate services.
- Ensure that parents and guardians are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Ensure that public notice of the educational rights of homeless students is disseminated where children and youth receive services under the McKinney-Vento Act.
- Ensure that enrollment disputes are mediated in accordance with the dispute resolution provisions.
- Ensure that the parent/guardian of a homeless child or youth, or any unaccompanied youth, is fully informed of all transportation services and is assisted in accessing transportation services, if available and feasible.
- Ensure that school personnel receive professional development and other support.
- Assist unaccompanied youth in placement/enrollment decisions.
- Ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
- Assist homeless children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records
- Collaborate and coordinate with state coordinators and community and school personnel. responsible for the provision of education and related services to homeless children and youth.

Rocketship provides the following general assurances:

- Homeless children and youth shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.
- Homeless children and youth shall be provided services comparable to those received by other students in the school, including transportation services, and education programs for which students meet eligibility criteria, such as services provided under Title 1 or similar state and local

programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs.
- Homeless children and youth will have access to district administrative level reservation of funds (set-asides) for serving homeless students.
- Rocketship shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.
- Rocketship shall provide and post notices of the educational rights of homeless children and youth.

Identification and Reporting
Rocketship will include the identification of homeless students and their unique educational needs in its targeted work to raise achievement for all students. Homeless children and youth will be identified through:

- The application process for enrollment (self-identification)
- School personnel recommendations
- Coordinated activities with other entities and agencies

Rocketship will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth. Materials will be provided for students and parents in a language easily understood by families and students. If students or families are unable to read, additional support should be provided to explain student rights.

School Selection
Homeless students have a right to select from the following schools:

- The school they attended when permanently housed (School of Origin)
- The school in which they was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

A homeless child or youth's right to attend their school of origin extends for the duration of homelessness. If a child or youth becomes permanently housed during the academic year, they are entitled to stay in the school of origin for the remainder of the academic year.

Enrollment and Records
Homeless students may be identified at the time of enrollment (through self-reports). As all Rocketship schools are independent charter schools, and therefore schools of choice rather than assigned district schools, placement decisions are based solely on parent request through the application process. In order to provide equal access to its schools, the Rocketship annual student recruitment plan shall include efforts

to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers.

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be immediately enrolled, if the student otherwise be eligible to attend, and subject to Rocketship's capacity and pursuant to the procedures in the charter document and board policies, even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The Rocketship designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the Designated Homeless Liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adults.

In accordance with current Rocketship enrollment policies and state regulations regarding charter schools, if the grade level for which a homeless child or youth has applied has more applicants than spaces available, a random public lottery will take place in order to determine enrollment for the following school year. An "in-district" or "in-county" (depending on the type of school the student has applied to) priority will apply during the lottery to homeless youth who self-identify as homeless during the application process so as to not discriminate against homeless children or youth due to lack of permanent housing. If a homeless child or youth applies for admission after the annual random public lottery, they will be placed on the waitlist in the order in which the application was received, even if the application is incomplete at the time of submission.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Information about a student's living situation that is maintained by Rocketship is part of the student's record, subject to the protections of the Family Educational Rights and Privacy Act (FERPA). In general, FERPA prohibits a school from disclosing personally identifiable information ("PII) from students' educational records without parental consent. One exception to this general consent rule is for information that the school has designated as "directory information," which is information that would not generally be considered harmful or an invasion of privacy if disclosed. However, information regarding a

student's living situation is not considered directory information and must be provided the same protections as other non-directory PII.

Transportation
Per the McKinney-Vento Act, Rocketship must provide services to homeless children and youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

Rocketship, where feasible, at the request of the parent/guardian and/or in the best interest of the homeless child or youth, shall provide transportation to students experiencing homelessness to ensure the students are able to stay at the Rocketship school of their choice for the duration of their homelessness. Rocketship may work with the youth's district of residence or other agencies to provide transportation services.

Housing Questionnaire
Rocketship shall administer a housing questionnaire for purposes of identifying homeless children and youth. Rocketship shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Rocketship shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Rocketship. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at Rocketship and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Rocketship shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled.

Transportation
Per the McKinney-Vento Act, Rocketship must provide services to homeless children and youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

Rocketship, where feasible, at the request of the parent/guardian and/or in the best interest of the homeless child or youth, shall provide transportation to students experiencing homelessness to ensure the students are able to stay at the Rocketship school of their choice for the duration of their homelessness. Rocketship may work with the youth's district of residence or other agencies to provide transportation services.

Enrollment Dispute Resolution Process

As required by 42 USC § 11432(g)(1)(C), schools must develop and implement written procedures for the receipt and resolution of complaints alleging violations of law with regards to enrollment and school placement as covered by the McKinney-Vento Act. The State Coordinator for the Education for Homeless Children and Youth Program will provide technical assistance to interested parties as requested and as necessary.

If a dispute arises over enrollment or school placement:

- the child or youth must be immediately enrolled in the school requested by the individual or organization submitting the complaint;
- the parent/guardian of the affected student(s) must be provided a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision;
- the child, youth, parent, or guardian must be referred to the McKinney-Vento Homeless Education Liaison for the corporation, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
- in the case of an unaccompanied youth, the Homeless Education Liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Rocketship Dispute Resolution Process
Disputes may arise between a Rocketship school and a homeless student or homeless parent/guardian regarding, among other things, enrollment or transportation. At such a time, the Homeless Education Liaison immediately becomes involved, and Rocketship must follow a procedure that includes these steps:

- A student must be allowed to attend or enroll in the school that is challenging the student's right to attend until a final decision is made regarding the dispute. The challenging school must provide transportation and other school services as needed to the student until the dispute is resolved.
- The dispute resolution process begins at the time a school challenges the right of either a parent or guardian, or in the case of an unaccompanied youth, to enroll a child or youth in school, to continue enrollment in school, or to receive services such as transportation assistance.
- When Rocketship challenges the enrollment or services of the child or unaccompanied youth, Rocketship must:

    - Provide notice of the challenge to the parent, guardian, or unaccompanied youth, through the Homeless Education, on the day of the challenge.
    - Provide notice of the right to appeal the challenge to the parent, guardian, or unaccompanied youth. This notice must include a form to be completed by the parent, guardian, or unaccompanied youth should they decide to appeal Rocketship's decision.

- The Homeless Education Liaison will provide the parent, guardian, or unaccompanied youth with written notice in clear, easy-to-understand language detailing the dispute resolution process.
- Rocketship will have three working days to review its initial decision and make a final decision as to the position taken (i.e., whether it will continue to challenge the right of the student to be enrolled). The decision must state all factual information upon which it is based and the legal basis in support thereof.

Professional Development

All administrators, teachers and employees of Rocketship, including the Rocketship Homeless Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Rocketship Homeless Liaison will verify that Rocketship is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system.

The Rocketship Homeless Liaison shall offer training to Rocketship certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

(1) Rocketship's homeless education program policies; and
(2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Rocketship Homeless Liaison shall inform such employees of the availability of training and the services Rocketship Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

Acceptance of Course Work

Rocketship will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

Rocketship will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, Rocketship shall not require the student to retake the portion of the course the student completed unless Rocketship, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be

prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Notice
For any homeless student who seeks enrollment at Rocketship, written notice will be provided to the parent/guardian at the time of enrollment and at least annually while the student is enrolled at Rocketship.

Annual Policy Review
Rocketship shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at Rocketship. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. Rocketship's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the General Complaint Process.

This complete policy, included within this handbook, serves as annual notice of the policy.

PREGNANT AND PARENTING STUDENTS

Rocketship recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Rocketship will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re enrollment in courses.

MENTAL HEALTH NOTIFICATION

The mental health of our Rocketeers, families, staff and community is exceptionally important.

Mental Health Services
Rocketship Public School's is committed to providing mental health services to meet the needs of all students in the District. These services include: Special Education, Homeless & Foster Youth Services, Health Services, Counseling, Social Skills Groups, and 504 Plans to name a few.

Each school site can provide some type of counseling and intervention services to high-risk students and their families upon request. These services are accessed through our MTSS system and pre-referral process. Supplemental counseling services are available at all sites through community mental health agencies. Written permission from a parent/guardian is required for a student to participate in supplementary counseling services, unless the student is over the age of 12 and, in the professional clinical judgment of the mental health provider, is deemed mature enough to competently consent to their own treatment. The provider will generally involve a parent/guardian in the treatment unless involvement would be inappropriate or detrimental to the student .

State law provides that parent/guardian permission may not be required for a student over the age of 12 under the following conditions: the child may present a danger of harm to themself or others or is the alleged victim of child abuse; or involvement of the parent/guardian would be detrimental to the child's welfare. In these circumstances, the community agency counselor may make a report to a children's protective agency.

Resources
If you have a serious and immediate safety concern regarding a student (yourself or a friend), please call 9-1-1. If your concern needs immediate mental health attention, support is also available by contacting one of the hotlines listed below.

If you have a serious and immediate safety concern regarding a student (yourself or a friend), please call 9-1-1. If your concern needs immediate mental health attention, support is also available by contacting one of the hotlines listed below.

Hotlines

Bill Wilson SOS Crisis Hotline Description: 24-Hour Crisis Line Hotline: 408-278-2585	Alum Rock Crisis	Crisis Text Line Description: Free 24/7 support for people in crisis.

	Description: A 24/7 mobile community response support line. Hotline: 408-294-0579	Hotline: Text “HOME” to 741741
Uplift Crisis Description: 24-Hour Crisis Line Hotline: 408-379-9085 or toll-free 877-412-7474	Child Protective Services Description: Accepts reports about children 17 or younger who may be in danger to abuse, abandonment and exploitation. Hotline: 800-632-4615	Domestic Violence Crisis Line Description: Free 24/7 crisis hotline. Hotline: 800-572-2782
EMQ Mobile Crisis Description: Mobile crisis support for minor: 5150 assessment, support, and safety planning. Hotline: 408-379-9085	National Suicide Prevention Lifeline Description: Suicide prevention hotline and services. English: 800-273-TALK Español: 888-628-9454 TTYY: 800-799-4889 Online chat: suicidepreventionlifeline.org	Santa Clara County Suicide & Crisis Hotline Description: Suicide & Crisis Hotline Available 24hrs/7days. Hotline: 1-855-278-4204 Website: www.sccgov.org
Shelter Bed Hotline Description: Hotline with information about emergency shelters in the Bay Area. Hotline: 800-SHELTER	YWCA Silicon Valley Description: 24 hour live crisis assistance and counseling services for sexual assault, domestic violence, and human trafficking. Hotline: 800-572-2782 Website: www.ywca-sv.org	Mental Health Resources Bill Wilson Center Description: Serves youth and families focusing on housing, education, counseling and advocacy. Phone: 408-243-0222 Website: www.billwilsoncenter.org
Bill Wilson Center: Center for Living with Dying Description: Grief counseling, support groups, community crisis support, parent support. Phone: 408-243-0222 Website: www.billwilsoncenter.org	Bill Wilson Center Description: Services for homeless & runaway youth. Phone: 408-850-6125 Website: www.billwilsoncenter.org	Foothill Community Health Center Description: Counseling and medical services. Phone: 408-729-9700 Website: http://www.sjffcc.org/counseling.html
National Runaway Safeline Description: Anonymous and confidential runaway support services for young people. Phone: 800-RUNAWAY Website: www.1800runaway.org	The Food Connection Description: Referrals to people needing food assistance in Santa Clara County. Phone: 800-984-3663	The Opportunity Center Description: Establish affordable homes and enable the provision of beneficial services for very low-income or homeless individuals and families.

		Phone: 650-853-8672 Website: www.communityworkinggroup.org
Your House South Description: Temporary housing and counseling center for youth experiencing family problems or who have run away from home. Phone: 650-367-9687	National Human Trafficking Hotline Description: 24/7 hotline. Phone: 888-373-7888 Text "HELP" to 233733 (BeFree) Website: https://humantraffickinghotline.org	Community Overcoming Relationship Abuse Description: Provides crisis intervention, counseling and civil legal services for victims of domestic violence. Phone: 800-300-1080
Domestic Violence Intervention Collaborative Description: Individual therapy, groups, and classes. Phone: 408-294-0006 Website: www.dvintervention.org	U.S. Department of Justice Description: Information for Parents & Guardians talking with children about sexual abuse and violence. Website: www.nsopw.gov	YWCA Silicon Valley Description: Rape crisis intervention, advocacy and accompaniment, individual, group, family counseling, sexual assault, domestic violence, and human trafficking support, emergency shelter and legal help. Crisis: 800-572-2782 San Jose: 408-295-4011 Website: www.ywca-sv.org
AACI Substance Abuse Program Description: Individual, group, and family therapy for drug & alcohol, anger management, domestic violence, parenting classes. Phone: 1-800-488-9914 Website: www.aaci.org		

SCHOOL MEALS NON-DISCRIMINATION NOTICE

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, prohibit Rocketship Charter School from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax: (833) 256-1665 or (202) 690-7442; or
email: Program.Intake@usda.gov

Rocketship is an equal opportunity provider of student meals.

All complaints of discrimination or harassment that do not involve allegations of Title IX violations should be made under the General Complaint Process described under the Notification of Rights and Assurances section of this Handbook. Rocketship will report complaints received about discrimination or harassment in the School Meal Programs to the appropriate state and federal agencies as required by law.

GENERAL COMPLAINT PROCESS

Rocketship values the concerns of our parents, staff, students, and community and takes all concerns and complaints seriously. The following General Complaint Process should be employed to ensure complaints receive full consideration.

Informal Complaints
Because most difficulties can be resolved by communicating a concern to someone, complainants are encouraged to discuss their concern or complaint promptly and candidly with their student's teacher, the school Principal or the school Principal's designee. However, a complainant is not required to discuss his/her complaint in any manner or for any reason prior to initiating a formal complaint.

Use of General Complaint Process

Rocketship's General Complaint Process should be used as follows:

- To deal with complaints and concerns pertaining to the educational environment or interpersonal student conflicts.
- To allege violations of state or federal law, or of the school's charter.

Who May File a Complaint

The procedures set forth below may be used by complainants who are students, parents, or visitors. Employees should refer to the Employee Handbook for procedures specific to filing employee complaints.

Confidentiality

All documentation and information related to an investigation conducted as a result of a complaint are considered confidential and are not revealed or discussed with persons not involved in the investigation of the complaint or decision-making process.

Filing a Complaint

Complainants may file complaints verbally or in writing, and complaints may be made in person, by phone, via email or in writing using the General Complaint Form.

Complainants should follow the process outlined below when they wish to file a formal written complaint regarding school policies, procedures and/or practices. The school will respond as outlined below.

1. Fill out a General Complaint Form available at the school's front office. The General Complaint Form should be submitted to the school Principal within ninety (90) calendar days of encountering the issue that is the subject of the complaint.

2. Upon receiving a completed General Complaint Form, the school Principal or his/her designee will notify the Title IX Compliance and Civil Rights Officer as applicable if the complaint falls under the purview of the Title IX complaint procedures. The Title IX Compliance and Civil Rights Officer, in consultation with Legal, Compliance and others, will notify state authorities of the complaint, if appropriate and/or legally required.

3. If the complaint does not otherwise fall under the purview of Title IX procedures, the Principal, or his/her designee, will conduct an adequate, reliable, and impartial investigation of the complaint. This will include interviewing witnesses, obtaining any relevant documents, collecting any other pertinent evidence, and allowing parties to provide evidence. The investigation will aim to be concluded within twenty (20) school days of receiving the General Complaint Form unless exceptional circumstances justify a more extended period within which to complete the

investigation. The amount of additional time granted for an exceptional circumstance will be determined on a case-by-case basis.

4. The person who conducted the investigation (either the Principal or his/her designee) will prepare a final written report with a recommendation for resolving the complaint and will provide the final report to the Title IX Compliance and Civil Rights Officer. The final report will name the party bringing the complaint, describe the nature of the complaint, summarize the investigation, recommend one or more resolutions, and provide reasons for the recommended resolutions.

5. The parties will be informed once the investigation is complete. If required by law, the parties will be provided a copy of the final written report. If the either party is not satisfied with the school's determination, that party may appeal to the Executive Director and/or may pursue any other appeals provided by law. Appeals to the Executive Director must be submitted in writing by either party within ten (10) school days of the parties' notification of the end of the investigation. The Executive Director will review the appeal under a preponderance of the evidence standard and render a written decision within forty-five (45) calendar days.

6. If either party is not satisfied with the Executive Director's decision, that party may appeal to the Governing Board and/or may pursue any other appeals provided by law. Appeals to the Governing Board must be made in writing by either party addressed to the Board Chair and submitted to Compliance@rsed.org within ten (10) school days of the Executive Director's decision. The Board will review the appeal under a preponderance of the evidence standard and render a written decision within ninety (90) calendar days.

Prohibition Against Retaliation

Rocketship will not retaliate against any person who files a complaint in accordance with this Policy or against any person who participates in proceedings related to this Policy. In addition, Rocketship will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, bullying, intimidation or other concern, or who cooperates in an investigation of such a complaint. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

Modification

Rocketship may approve modification of the foregoing procedures in a particular case if the modification is for good cause and does not violate the due process rights of the parties involved or any policies of Rocketship.

Contact Information

The contact information for the school Principal can be found in your school's addendum and on the school's website.

Other Remedies
This complaint process does not bar complainants from filing claims in other forums to the extent permitted by state and federal law.

UNIFORM COMPLAINT PROCEDURE ("UCP")

A UCP complaint is a written and signed statement alleging a violation of enumerated federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student's duly authorized representative.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint. Rocketship developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the governing board or the authorized designee.

Scope
As described above, the UCP does not apply to all types of complaints, only those as designated below. The following is a list of all programs and activities that are subject to the UCP.

Accommodations for Pregnant and Parenting Pupils (California Education Code [EC] Section 46015)

Adult Education (EC sections 8500–8538, 52334.7, 52500–52617)

After School Education and Safety (EC sections 8482–8484.65)

Agricultural Career Technical Education (EC sections 52460–52462)

Career Technical and Technical Education and Career Technical and Technical Training Programs (EC sections 52300–52462)

Child Care and Development Programs (EC sections 8200–8488) Compensatory Education (EC Section 54400)

Consolidated Categorical Aid Programs (34 CFR sections 299.10–12, EC Section 33315)

Course Periods without Educational Content (EC sections 51228.1–51228.3)

Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).

Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district (EC sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)

Every Student Succeeds Act (20 United States Code [20 U.S.C.] Section 6301 et seq.; EC Section 52059)

Local Control and Accountability Plans (LCAP) (EC Section 52075)
Migrant Education (EC sections 54440–54445)

Physical Education Instructional Minutes (EC sections 51210, 51222, 51223)
Pupil Fees (EC sections 49010–49013)

Reasonable Accommodations to a Lactating Pupil (EC Section 222)

Regional Occupational Centers and Programs (EC sections 52300–52334.7)

School Plans for Student Achievement (EC Section 64001)

School Safety Plans (EC sections 32280–32289) School Site

Councils (EC Section 65000)

State Preschool (EC sections 8235–8239.1)

State Preschool Health and Safety Issues in LEAs Exempt from Licensing (EC Section 8235.5)

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate. Rocketship does not offer State Preschool Programs.

The following complaints shall be referred to the specified agencies for appropriate resolution and are not subject to the our UCP complaint procedures set forth in this document:

- Allegations of child abuse shall be referred to the applicable County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

- Health and safety complaints regarding licensed facilities operating a Child Development Program shall be referred to DSS.

- Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing in a timely manner of any DFEH transferal.

Rocketship has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. Rocketship shall investigate and seek to resolve, in accordance with the LEA's UCP, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by the district that are subject to the UCP.

Rocketship acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects, to the greatest extent reasonably possible, the confidentiality of the parties and the integrity of the process. Rocketship cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, Rocketship will attempt to do so as appropriate. Rocketship may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

Rocketship prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The UCP Annual Notice

We disseminate on an annual basis the UCP Annual Notice which is a written notice of the our

approved UCP complaint procedures to all of our students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties .

This notice may be made available on our website and shall include the following:

- information regarding allegations about discrimination, harassment, intimidation, or bullying
- the list of all federal and state programs within the scope of the UCP;
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known
- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;

This complete policy, included within the Student/Parent Handbook, serves as annual notice of the policy.

Filing UCP Complaints

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred. We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The Board of Directors designates the Compliance Officer to receive and investigate complaints and to ensure Rocketship's compliance with law:

Renita Thukral
Title IX Compliance and Civil Rights Officer
2001 Gateway Place Ste. 230E
San Jose, CA 95110
compliance@rsed.org

The Compliance Officer or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Compliance Officer or designee.

A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or with our Executive Director or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

Procedures for the Investigation and Resolution of UCP Complaints

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the Allegations. Refusal by Rocketship to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the Complainant.

The Complaint shall be presented to the compliance officer, who shall maintain a log of complaints received, providing each with a code number and date stamp. Upon receiving a complaint, the compliance officer shall also promptly notify the designated Rocketship Executive Director. All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the Complainant agrees to mediation in writing, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall

ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with their investigation of the complaint. The use of mediation shall not extend Rocketship's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the Complainant agrees in writing to an extension of time.

This Investigation Report will contain the following elements:

- the findings of fact based on the evidence gathered;
- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint:
  - for complaints regarding Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,
  - for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil
  - With respect to a Pupil Fees complaint, corrective actions shall include reasonable efforts to ensure full reimbursement to all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;
- a notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and
- the procedures to be followed for initiating an appeal to the CDE.

If an employee is disciplined as a result of the complaint, the decision shall simply state that disciplinary action was taken and that the employee was informed of Rocketship's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.

The Complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the Complainant must specify and explain the basis for the appeal, including at least one of the following:

- Rocketship failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the Rocketship Investigation Report.

Complaints should be sent to:

California Department of Education
Categorical Programs Complaints Management Office
1430 N Street
Sacramento, CA 95814-5901

For questions, Complainants can also contact the CDE's Complaints Management Office at 916-319-0929.

Civil Law Remedies

A Complainant may pursue available civil law remedies outside of Rocketship's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a Complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Rocketship has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint in accordance with 5 CCR 4622.

TITLE IX COMPLAINT PROCESS

Rocketship values the concerns of our parents, staff, students, and community and takes all concerns and complaints seriously.

Rocketship's comprehensive Title IX Policy and Grievance Procedures which contains the rules and procedures for reporting sexual harassment and for pursuing available remedies may be found on Rocketship's website. The below offers a brief overview.

Complaints under Title IX

Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to Rocketship's Title IX Compliance and Civil Rights Officer, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

All complaints and reports of sex discrimination or sexual harassment should be submitted to our Title IX Coordinator, who can be reached at:

Title IX Compliance and Civil Rights Officer
2001 Gateway Place, Ste. 230E
San Jose, CA 95110
rthukral@rsed.org

An investigation of those complaints is conducted promptly and impartially.

Supportive Measures

Once an allegation of Title IX discrimination, sexual harassment, or retaliation has been received, the school designee and/or Title IX Compliance and Civil Rights Officer/designee will offer individualized supportive measures to ensure the safety of the parties involved and the safety of the educational environment, to restore or preserve equal access to Rocketship's education program or activity, and to provide support during the investigation and resolution process.

Examples of supportive measures include, but are not limited to, designating a staff member to serve as that complainant's "safe" person, altering the respondent/complainant's seating or schedule to reduce access between the respondent and the complainant, creating individual safety plans, and possible consultation with the school's professional mental health service providers.

Investigation, Determination of Responsibility and Remedies

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The investigation will be conducted by the Title IX Compliance and Civil Rights Officer/designee in a prompt and equitable manner to remedy the alleged violation. Rocketship will use a preponderance of the evidence standard (i.e., more likely than not that harassment occurred) when resolving complaints. If the Title IX Compliance and Civil Rights Officer/designee determines an incident of discrimination, sexual harassment or retaliation has occurred, prompt and effective steps will be taken to end the unlawful conduct, eliminate its effects, prevent recurrence of an incident, and restore the safety of the complainant.

For additional information, please see Rocketship's Title IX Policy and Grievance Procedures available on Rocketship's website.

TITLE I PARENT INVOLVEMENT

Parent involvement is one of the three pillars of Rocketship. We work directly with parents, helping them become leaders at home, in the school, and in their communities. Our commitment to parent engagement is reinforced through our Title I Parent Involvement Initiatives.

Development and Review of Policy
Rocketship will take the following actions to engage parents in the joint development and review of its Title I Parent Involvement Policy:

- Gather and disseminate to parents for review the following materials: the Title I Parental Involvement Policy and the Title I school-parent compact. These materials will be disseminated to parents during one of the school's fall community meetings or at fall parent/teacher conferences.
- Written and oral input from parents will be solicited through regularly scheduled community meetings, parent/teacher conference feedback and regular written communications with parents.

Schools will distribute the Title I policy through the Parent/Student Handbook and/or at community meetings throughout the school year.

Involvement of Parents in the Title I Program
To involve parents in the Title I program at Rocketship, the following practices have been established:

- All parents are invited to participate in the annual review of the school's Title I programs. All flyers and notices about the meetings are disseminated by classroom and school newsletters, email, calls and posted on the website. Each year the school holds at least two meetings to review, elaborate, edit, and add goals to school programs and plans. The plan may also be discussed at meetings of the School Site Council.
- Rocketship schools provide the necessary coordination, technical assistance, flexibility, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school Performance. The school will offer monthly community meetings, workshops, and additional activities for parents. The parents will vote at community meetings held either at the end of the school year (for the following year) or at the beginning of the year (for current year) to give input on the content of community meetings and any additional workshops they would like to have. Parents who cannot attend the meetings will be invited to give input through a survey, letter, email or call to their Title I teacher.

- If the schoolwide plan is not satisfactory to the parents of participating children, Rocketship shall submit any parent comments on the plan when the school makes the plan available.
- Rocketship schools involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy using the measures described above.
- Rocketship schools provide parents of Title I students with timely information about Title I programs through school and classroom newsletters, parent-teacher home visits, parent- teacher conferences, family events and exhibition nights, and community meetings and leadership training.
- Rocketship schools build the capacity of parents/guardians for strong parent involvement. Each school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Schools will also provide parents/guardians with assistance on how to monitor their children's progress and work with educators to improve the achievement of their children. The school shall ensure that this information is communicated to parents/guardians in a format and, to the extent practicable, language that the parent/guardian can understand.
- Rocketship schools provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. This happens through community meetings, parent-teacher conferences, home visits, and school and classroom newsletters.
- If requested by parents, and to the extent not covered by any of the above options, Rocketship will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- Rocketship, with the assistance of its parents, will educate its teachers, school leaders and other school staff how to reach out to, communicate with and value parents as equal partners in their children's education. The school shall inform parents/guardians of the existence of parent resource centers in the state that provide training, information, and support to parent/guardians.

This policy will be updated periodically to meet changing needs of parents and the school.

School-Parent Compact

Rocketship distributes to parents of all students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards.

The compact will permit parents to communicate obstacles to parental involvement and Rocketship will consider discussing available resources with parents as required and appropriate.

Building Capacity for Involvement

As described above, Rocketship schools engage Title I parents in meaningful interactions with the school. Our schools support a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices which are undertaken during regular community meetings, home visits, parent-teacher conferences, and special school events.

- Rocketship provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Rocketship provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- Rocketship educates staff members about the value of parent contributions, and how to work with parents as equal partners. Rocketship has a Parent Leadership team, which is tasked with building parental capacity for leadership and parent involvement.
- Rocketship involves parents of all backgrounds, including those with limited English proficiency, those with disabilities, and parents of migratory students.
- Rocketship coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- Rocketship distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- Rocketship provides support for parental involvement activities requested by Title I parents.

In carrying out the parent and family engagement requirements of this policy, Rocketship shall provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and families who have disabilities, and parents and family members of migratory children. This includes providing information and school reports required under section 1111 of the ESEA, as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand.

SCHOOL-PARENT COMPACT

Rocketship has a responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards.

Parents/guardians will be responsible for supporting their children's learning in a variety of ways, including but not limited to the following:

- monitoring attendance, homework completion, and television viewing;

- volunteering in the classroom, at the school, or at a school-sponsored event (not required, but Rocketship strongly encourages the completion of 20 Parent Participation hours);
- attending school community meetings and other school events;
- participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.

Rocketship believes in the importance of communication between teachers and parents/guardians on an ongoing basis. This shall be established by:

- Parent-teacher conferences, at least annually, during which the compact shall be discussed as it relates to the student's achievement.
- Frequent reports to parents/guardians on their children's progress.
- Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.
- Ensuring regular two-way communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- Regular opportunities to attend school community meetings and other school-sponsored events.

NOTIFICATION OF RIGHTS UNDER COPPA

Rocketship schools use several computer software applications and web-based services, operated not by schools in our network, but by third-party vendors. We use these tools to provide students with the most effective software and web-based services for learning. In accordance with the Children's Online Privacy Protection Act (COPPA), Rocketship consents to the vendors' collection, use, and disclosure of information obtained directly from students. Rocketship gives this consent on behalf of parents.

Under COPPA, each software provider or website operator is bound to maintain the confidentiality of the information collected, and must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. The law permits schools such as ours to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the web site operator. For more information on COPPA, please visit https://www.ftc.gov/business-guidance/resources/complying-coppa-frequently-asked-questions.

A list of the software and services used by RSED, with the privacy policy for each, can be found on our network website at: https://www.rocketshipschools.org.

Upon request from Rocketship, vendors must provide the school a description of the types of personal information collected; an opportunity to review a child's personal information and/or have the

information deleted; and the opportunity to prevent further use or online collection of a child's personal information.

Parents retain the right to request review of their child's personal information and/or have information deleted. Parents also have the right to opt their child out of participating in educational activities that involve the collection, use, or disclosure of personal information collected from their child.

NOTIFICATION OF RIGHTS UNDER PPRA

The Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("Protected Information Survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

    1. Political affiliations or beliefs of the student or student's parent;
    2. Mental or psychological problems of the student or student's family;
    3. Sex behavior or attitudes;
    4. Illegal, anti-social, self-incriminating, or demeaning behavior;
    5. Critical appraisals of others with whom respondents have close family relationships;
    6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
    7. Religious practices, affiliations, or beliefs of the student or student's parent; or
    8. Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of –
    1. Any other protected information survey, regardless of funding;
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
    3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- Inspect, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Rocketship Education has developed and adopted policies, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Rocketship Education will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Rocketship Education will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. Rocketship Education will make this notification to parents at the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

SCHOOL ACCOUNTABILITY REPORT CARD (SARC) NOTICE

Rocketship's School Accountability Report Card (SARC) is available on each of our school's websites (https://www.rocketshipschools.org/area/ca). You can also request a hard copy from the front office.

NOTIFICATION UNDER THE ASBESTOS HAZARD EMERGENCY RESPONSE ACT

Rocketship Education complies with all relevant laws by maintaining an asbestos management plan for any buildings we occupy, whether owned or leased, that contain asbestos-containing materials. This plan includes routine

inspections and proactive communication with families and staff regarding any asbestos-related activities within the school.

ROCKETSHIP ALMA ACADEMY ADDENDUM

SCHOOL SITE

Rocketship Alma Academy
198 W Alma Ave
San Jose, CA 95110

Principal: Abel Ibarra

Office Manager: Marisol Urias
Email: murias@rsed.org
(408) 931-6838

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:15 am
School starts at 7:45am

Regular Day Dismissal- Monday, Tuesday, Wednesday, and Friday
TK- 2:00 pm
K-5th- 3:30pm

Minimum Day Dismissal- Thursday
TK- 1:00 pm
K-5th- 1:00 pm

OFFICE HOURS

Front Office Hours
Regular Day: 8:00 am – 3:00 pm
Minimum Day: 8:00 am – 12:30 pm

Email requests: murias@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

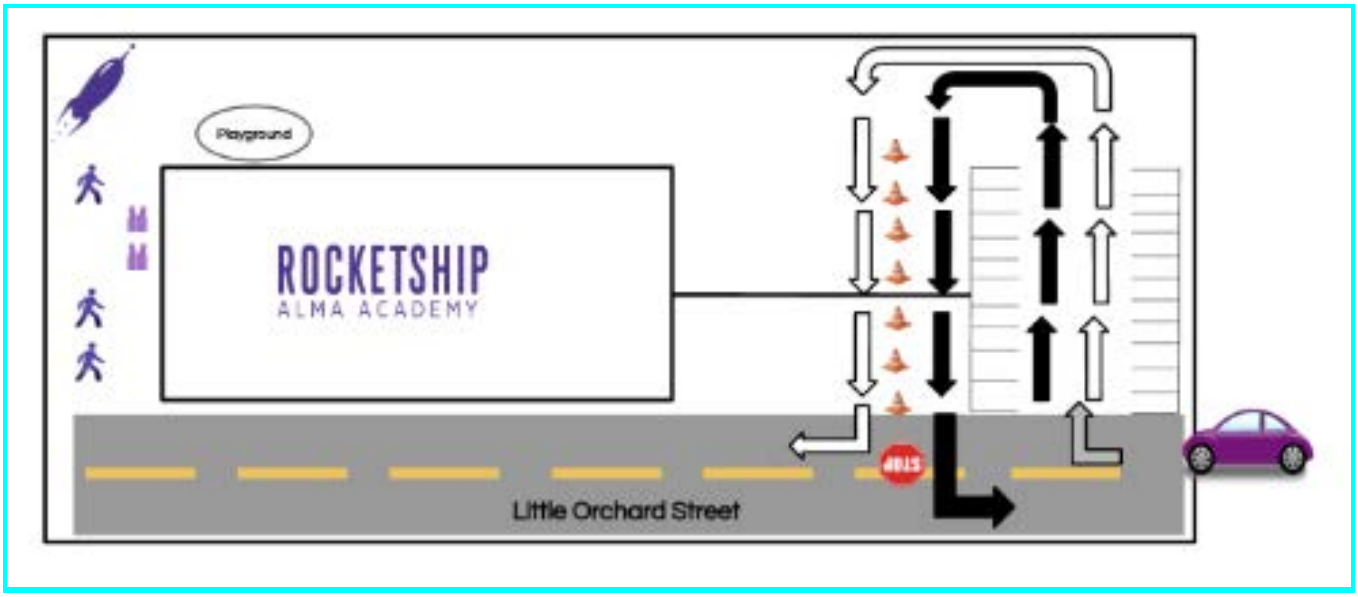
Walker Drop-Off/Pick-Up

- For drop off, staff will open doors located on Little Orchard by the front office.
- Students will enter and go to their launch line.
- For pick up, staff will open the large gates on Alma Ave.
- Parents will be checked in by staff at the gate and then can wait on the blacktop for their student to come out to them.

Car Line Drop-Off/Pick-Up

- For drop off, parents can start entering the parking lot at 7:10 am and gates will be opened at 7:15 am.
- During drop off: put car in park and wait for staff to open car door, greet family, and help student(s) exit.
- During pick up: put car in park once in the roundabout, wait for child to be released to car, **DO NOT** call student(s) to the car.

- Lane close to the fence will exit the roundabout by making a left onto Little Orchard when staff directs them to.
- When staff direct the drivers to move, the lane close to the building will exit the roundabout by making a right onto Little Orchard.



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including **Starbucks**, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school office for approval to host any celebration during the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Alma Academy
Five Core Values: Respect, Responsibility, Persistence, Empathy, and Service.
Creed:

I am a Rocketship Rocketeer at home, at school, and in my community.
I see the needs of others and improve their lives through service.
I am respectful of myself, others, and the environment.
I am responsible for my learning, actions, and achievement.
I am empathetic to my world, and I am persistent in attaining excellence.
Together, we are all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Alma Academy uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform polo shirt, dark purple collared shirt or t-shirt.
- Any sweaters and jackets when worn inside must be solid colored green, black, purple & white.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a green or dark purple collared shirt or t-shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Abel Ibarra
aibarra@rsed.org
832-885-5157

SAFETY PLANS

Primary and Secondary Evacuation Sites

Our Primary Evacuation Site is located on campus on the blacktop near the school parking lot. We will use this evacuation site when it is safe to remain on campus.

Our Secondary Evacuation Site is located off campus at Alma Community Center. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.



ROCKETSHIP BRILLIANT MINDS ADDENDUM

SCHOOL SITE

Rocketship Brilliant Minds
2960 Story Rd
San Jose, CA 95127

Principal: Lisa Greene
Office Manager: Sonia Velazquez
Phone: (408) 708-5650
Email: brilliantminds@rsed.org

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:15 am
School starts at 7:45am

Regular Day Schedule - Monday, Tuesday, Wednesday, and Friday
TK- 2:00 pm
K-Grade 2 - 3:30pm
Grade 3 – Grade 5 – 3::30 pm
Minimum Day Schedule – Thursday
TK – Grade 2 - 12:50 pm
Grade 3 – Grade 5 – 1:00 pm

OFFICE HOURS

Front Office Hours: 8am-4pm Monday to Friday

Email requests: brilliantminds@rsed.org
Please allow 3 business days for all requests.

ADDITIONAL ARRIVAL AND DISMISSAL PROCEDURES

- Please arrive at the time of your oldest child's dismissal. Arriving too early may mean that you are asked to park or loop around Story Road again.
- At arrival, we only have two drop off zones- Car Arrivals and Walker Arrivals.
    - Car Arrivals- Students riding in cars remain in the car until an Operations team member can assist in the unload zone.
    - Walker Arrivals- Students must be accompanied with an adult all the way to the front office gate where an Operations team member can assist their entry to the school building.
- Reminder, students must be accompanied with an adult during all drop off and pick up times.

SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including
- Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school Principal for approval to host any celebration during the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Brilliant Minds
Five Core Values: Respect, Responsibility, Persistence, Empathy, and Initiative.

Creed:

I am a Rocketship Rocketeer, at home, at school and in my community.
I show respect to myself, my neighbors and the environment.
I take responsibility for my learning and actions.
I show empathy supporting others in need.
I take initiative in solving the problems that I see.
And I am persistent in attaining excellence.
Together we're all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Brilliant Minds uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts,
- A Rocketship uniform shirt or a green or dark purple collared shirt. Brilliant Minds sponsored spirit shorts are also permitted.

- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a green or dark purple shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

LisaMarie Reid
lreid@rsed.org
408-316-9732

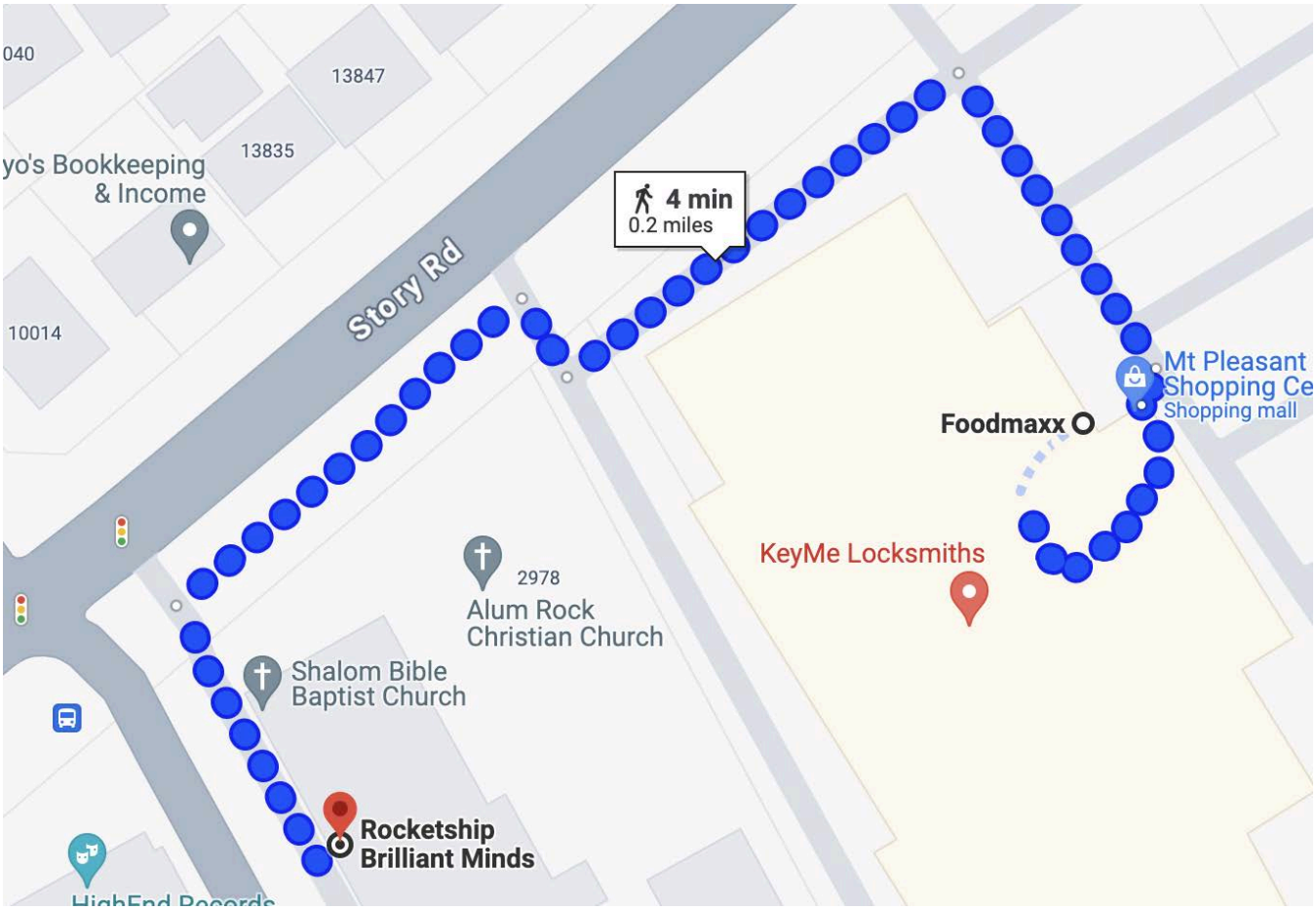
Alana Harwood
aharwood@rsed.org
240-315-6061

SAFETY PLANS

Our primary evacuation site is located on campus in the school parking lot.

Our secondary evacuation site is located off campus at the FoodMaxx Shopping Center, 3000 Story Rd, San Jose, CA 95127.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.


040
13847
13835
yo's Bookkeeping
& Income
10014
Story Rd
4 min
0.2 miles
Mt Pleasant
Shopping Ce
Shopping mall
Foodmaxx
KeyMe Locksmiths
2978
Alum Rock
Christian Church
Shalom Bible
Baptist Church
Rocketship
Brilliant Minds

ROCKETSHIP DELTA PREP ADDENDUM

SCHOOL SITE

Rocketship Delta Prep
1700 Cavallo Rd
Antioch CA, 94509

Principal: Nia Belvin
Office Manager: Rebecca Rico
Email: rdl@rsed.org
Phone: 925-951-6800

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:15 am
School starts at 7:45am

Regular Dismissal- Monday, Tuesday, Wednesday, and Friday
- TK: 2:00pm
- K-1st: 3:10pm
- 2nd-5th: 3:30pm

Minimum Day Dismissal- Thursday
- TK-1st: 1:00pm
- 2nd-5th: 1:15pm

OFFICE HOURS

Front Office Hours: Monday-Friday, 8am-4pm

Email requests: rrico@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

Drop-Off



Pick-Up



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)

- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including
- Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut and Citrus Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly **tree nut and peanut-free environment**. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

To ensure the safety of staff with severe peanut allergies, our school is a strictly **citrus-free environment**. Citrus and related products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school Teacher or Principal for approval to host any celebration during the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Delta Prep
Five Core Values: Respect, Responsibility, Persistence, Empathy, and Courage.
Creed:

I am a Rocketship Rocketeer at home, at school, and in my community!
I am COURAGEOUS when facing challenges, and use grit to unleash my potential.
I am RESPECTFUL of myself, others, and the environment!
I am RESPONSIBLE for my learning, actions, and achievements!
I am EMPATHETIC to my world, and I am PERSISTENT in attaining excellence!
Together, we are all Rocketship Rocketeers!!!
Together, we are all Rocketship Rocketeers!!!

STUDENT DRESS CODE

Rocketship Delta Prep uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts,
- A Rocketship uniform shirt or a dark purple collared shirt. Delta Prep sponsored spirit shirts are also permitted.
- Any sweaters and jackets when worn inside must be solid colored black or purple.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces, sandals, clogs, and/or Crocs are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Nia Belvin
Principal
nbelvin@rsed.org

Veronica Onyejekwe
Assistant Principal
vonyejekwe@rsed.org

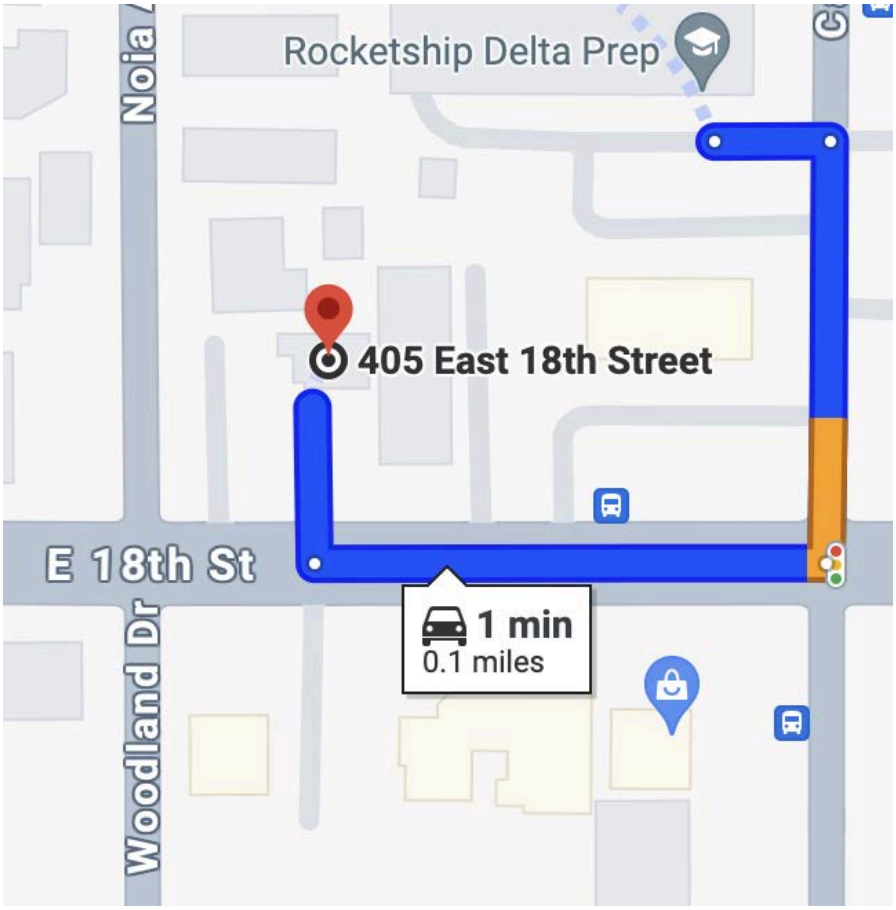
SAFETY PLANS

Primary and Secondary Evacuation Sites

Our primary evacuation site is located on campus on the blacktop near the school parking lot. We will use this evacuation site when it is safe to remain on campus.

Our secondary evacuation site is located off campus at 405 E 18th St, Antioch, CA 94509. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site and parents/guardians will be notified via email/phone call providing additional information.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.


Rocketship Delta Prep
405 East 18th Street
E 18th St
Woodland Dr
1 min
0.1 miles

ROCKETSHIP DISCOVERY PREP ADDENDUM

SCHOOL SITE

Rocketship Discovery Prep
370 Wooster Ave
San Jose, CA 96116

Principal: Ayesha Doster
Office Manager: Jovana Topete
Phone: (408) 217-8951
Email: discoveryprep@rsed.org

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:15 am
School starts at 7:45am

Regular Dismissal Days- Monday, Tuesday, Wednesday, and Friday
TK – 2:00 PM-2:15 PM
K – G5 – 3:30 PM - 3:45 PM

Minimum Dismissal Days- Thursday
TK- G5 – 1:00 PM

OFFICE HOURS

Front Office Hours:
Regular Day: 8:15 AM – 4:00 PM
Minimum Day: 8:15 AM – 2:00 PM

Email Requests: discoveryprep@rsed.org.
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

Car-line Drop Off
Families will turn right into the Discovery Prep loop from Wooster. Pull into the loading zone and wait to pull into the car loop. Our arrival team will be in front of the school ready to welcome students to campus.

Families are not to leave their vehicles as we need to keep this process running smoothly. As they exit campus, they will make a left back onto Wooster. in order to maintain a smooth flow of traffic.

Walking Drop Off
Families are able to walk up to the school and drop their Rocketeers off at the gate near the car line. Staff will be at the gate greeting families and students welcoming them onto campus. Families are not able to come onto campus during our arrival procedure - they must wait until office hours start.

SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including
- Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/guardians may contact the school Office Manager for approval to host any celebration during the school day, to ensure it does not interfere with students' learning.

ROCKETEER CORE VALUES AND CREED

<u>Rocketship Discovery Prep</u>
Five Core Values: Responsibility, Respect, Empathy, Persistence, and Creative Expression.
Creed:

I am a Rocketship Rocketeer at home, at school, and in my community.
I let my personality shine and express myself creatively.
I am respectful of myself, others, and the environment.

I am responsible for my learning, actions, and achievement.
I am empathetic to my world, and I am persistent in attaining excellence.
Together, we are all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Discovery Prep uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts,
- A Rocketship uniform shirt or a dark purple shirt.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

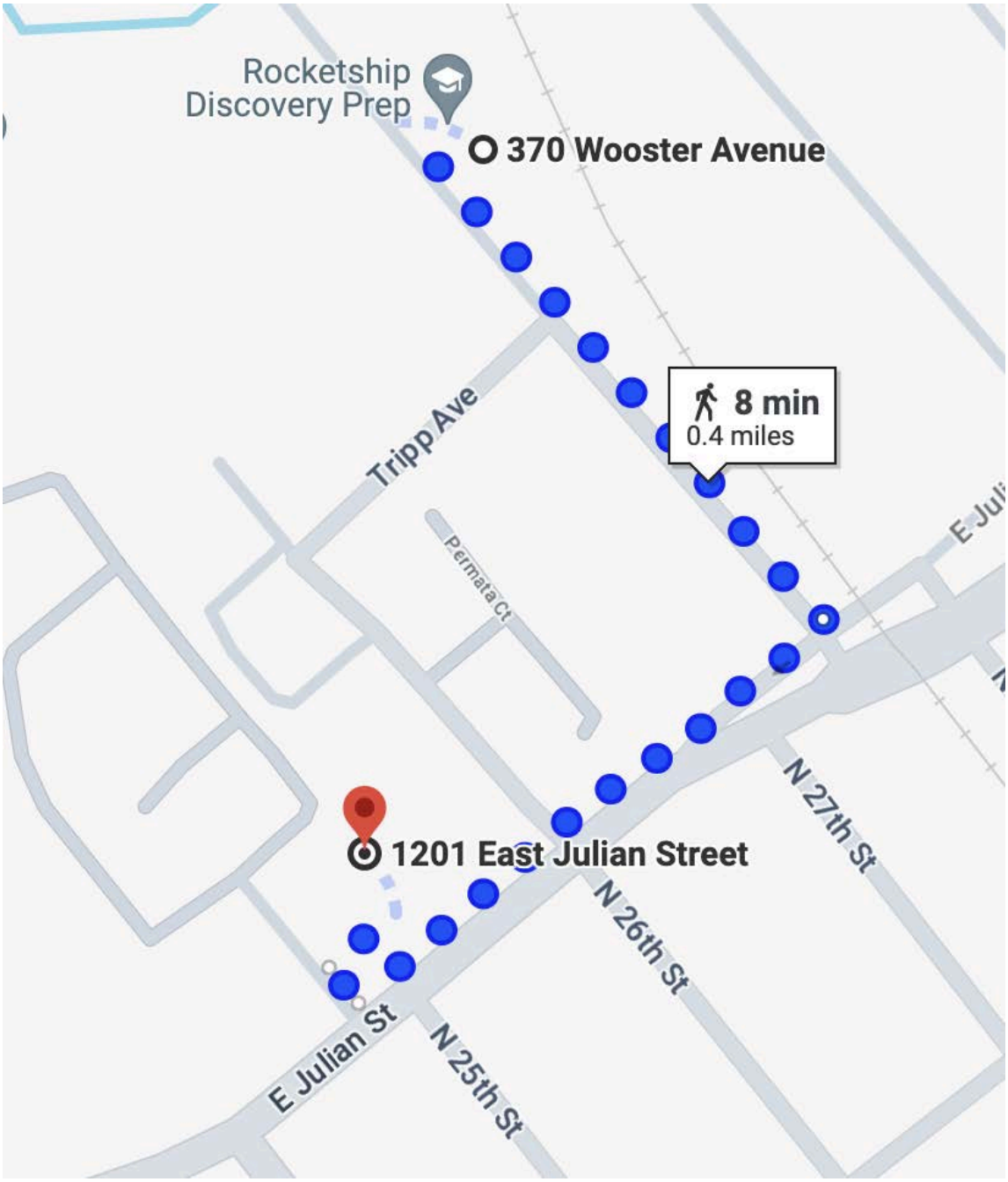
Ms. Prado
cprado@rsed.org
(408) 966-3710

SAFETY PLANS

Primary and Secondary Evacuation Sites
Our primary evacuation site is located on campus on the blacktop near the school parking lot. We will use this evacuation site when it is safe to remain on campus.

Our secondary evacuation site is located off campus at 1201 E Julian St. CA 95116.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.


Rocketship
Discovery Prep
370 Wooster Avenue
8 min
0.4 miles
Tripp Ave
Permata Ct
E Juli
1201 East Julian Street
N 27th St
N 26th St
E Julian St
N 25th St

ROCKETSHIP FUTURO ACADEMY ADDENDUM

SCHOOL SITE

Rocketship Futuro Academy
2351 Olivera Rd
Concord, CA 94520

Principal: Joelle Daguilh
Email: jdaguilh@rsed.org
Office Manager: Monica Navarro
Email: mnavarro@rsed.org

Phone: 925-246-5537

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

School starts at 7:45am

Regular Day Dismissal- Monday, Tuesday, Wednesday, and Friday
TK- 2:00 pm
K-G5- 3:25pm

Minimum Day Dismissal- Thursday
TK- 12:40 pm
K-G5- 1:00 pm

OFFICE HOURS

Front Office Hours: 8:15 AM-2:30 PM

Email requests: mnavarro@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

Drop-Off / Pick-Up

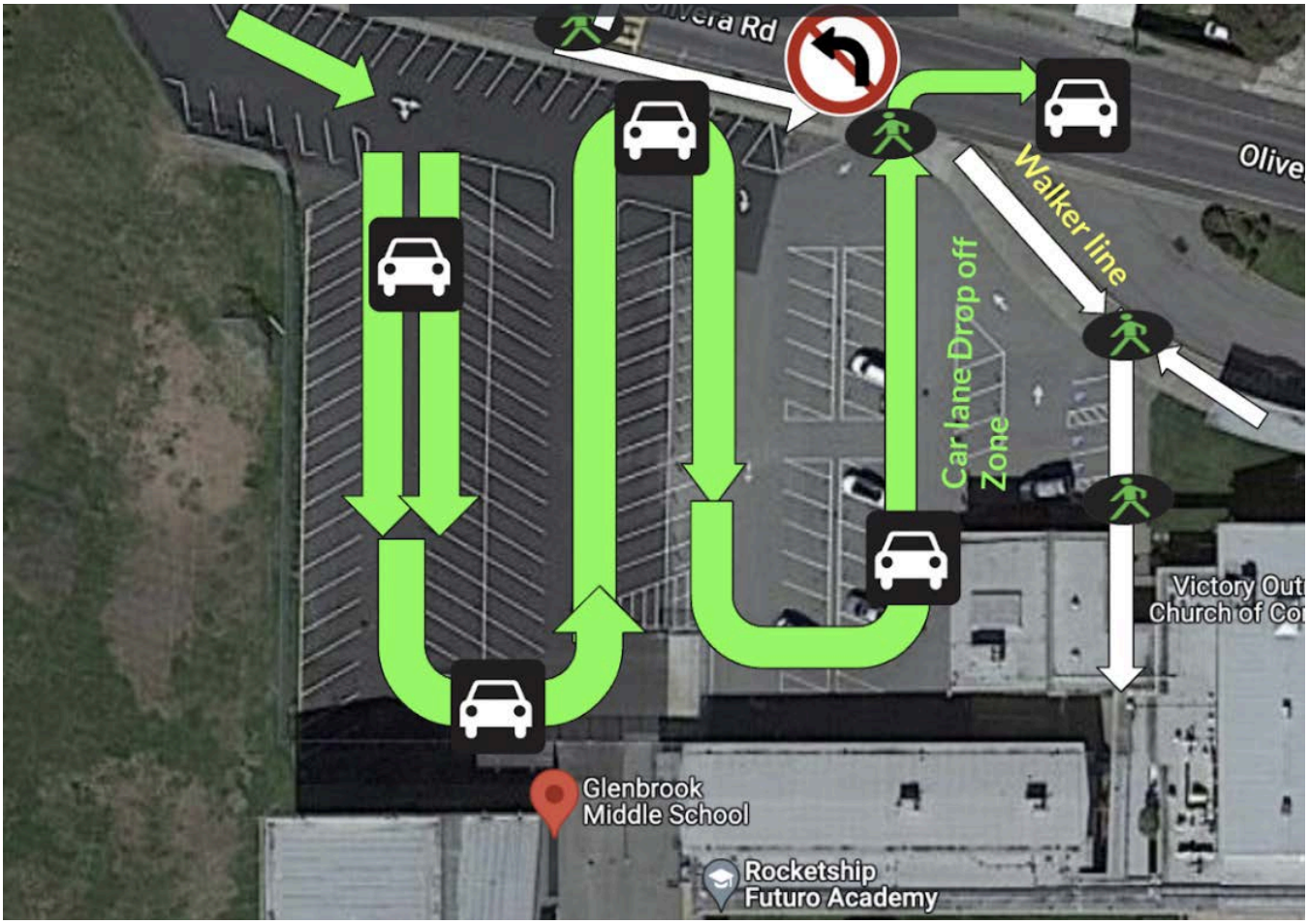
Arrival- Car & Walker Line	7:15-7:45 am
Daily School Start Time	7:45 am

Last Car Call for Arrival (Cars within the parking lot is considered on time)	7:45 am
Late Arriving Students (park & use the walker line)	7:45:01 pm
Dismissal- Car & Walker Line	3:20-3:40 pm
Regular Day Dismissal (Monday, Tuesday, Wednesday, and Friday)	TK: 2:00 pm Kinder-G5: 3:25 pm
Minimum Day Dismissal (Thursday Only)	TK: 12:40 pm Kinder-G5: 1:00 pm
Last Car Call for Dismissal	3:45 pm
Late Dismissal Students (park & Use the walker Line	3:45:01 pm

Walker Arrival and Dismissal



Car Arrival and Dismissal
Cars will turn right from Olivera into our parking lot and will follow the cones.



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including
- Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school Principal for approval to host any celebration during the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Futuro Academy
Five Core Values: Respect, Responsibility, Persistence, Empathy, and Purpose.
Creed:

I am a Rocketship Rocketeer, at home, at school, and in my community
I am driven by my purpose to be fearless in pursuit of my Futuro
I am respectful of myself, others, and the environment
I am responsible for my learning, actions, and achievement
I am empathetic to my world.
I am persistent in attaining success
Together we're all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Futuro Academy uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a dark purple collared shirt.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt or t-shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Natalie de Watteville
Assistant Principal
Ndewatteville@rsed.org

SAFETY PLANS

Our primary evacuation site is located on campus on the blacktop. We will use this evacuation site when it is safe to remain on campus.

Our secondary evacuation site is located off campus at Olivera Crossings Shopping Mall, on the corner of Port Chicago Hwy and Olivera Rd. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.

ROCKETSHIP FUERZA COMMUNITY PREP ADDENDUM

SCHOOL SITE

Rocketship Fuerza Community Prep
70 S. Jackson Ave
San Jose Ca 95116

Principal: Riley St. Marie
Office Manager: Anna Padilla Lopez
Phone: 408-708-5744
Email: fuerza@rsed.org

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:00 am
School starts at 7:45am

Regular Day Dismissal- Monday, Tuesday, Wednesday, and Friday
TK- 2:00 pm
K – G5 - 3:30 pm

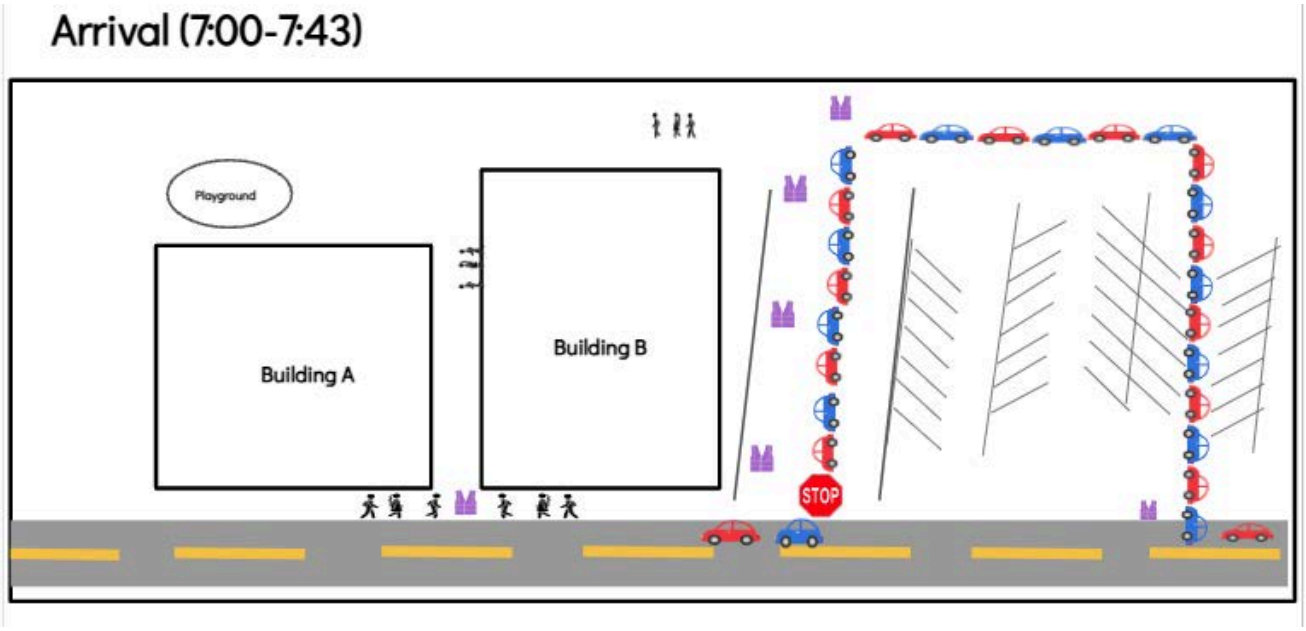
Minimum Day Dismissal- Thursday
TK- 1:00 pm
K – G5 - 1:00 pm

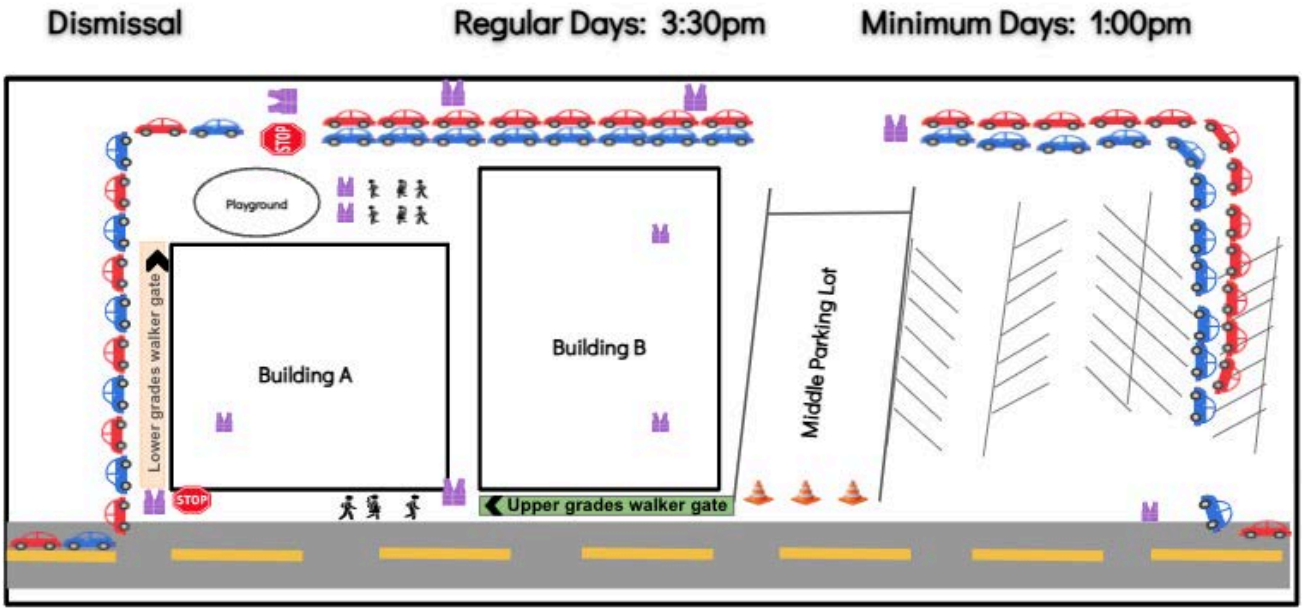
OFFICE HOURS

Front Office Hours: 8:00 am-4:00 pm

Email requests: Fuerza@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES





SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including
- Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school Principal for approval to host any celebration during the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Fuerza Community Prep
Five Core Values: Respect, Responsibility, Persistence, Empathy, and GANAS.
Creed:

I am a Rocketship Rocketeer at home, at school, and in my community.
I am RESPECTFUL of myself, others, and the environment.
I am RESPONSIBLE for my learning, actions, and achievement.
With GANAS and confidence, I achieve excellence every minute of my day.
I am EMPATHETIC to my world.
I am PERSISTENT in attaining excellence.
Together, we are all Rocketship Rocketeers!

ADDITIONAL STUDENT CODE OF CONDUCT- GANAS ACADEMY

At Rocketship Fuerza, we believe that every opportunity is a chance to learn and grow. Our ultimate goal is to support Rocketeers in taking ownership of their actions and ensure they are holding themselves to their fullest potentials. One way we build this ownership is through Ganas Academy. This is a time when students can reflect on their actions in a restorative manner. Ganas Academy takes place after school. Actions that do not follow our Rocketeer Code of Conduct could result in students attending Ganas Academy. This is an opportunity for Rocketeers to reflect on their actions, restore relationships or

complete work to continue to grow to be self-aware, resilient members of our community. If your Rocketeer will be joining Ganas Academy, you will receive communication from a staff member.

STUDENT DRESS CODE

The Rocketship Fuerza Community Prep uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a dark purple collared shirt. Students may also wear a Rocketship polo shirt or t-shirt on designated days.
- Any sweaters, sweatshirts, and/or cardigans when worn inside must be crewneck and solid colored white, black, or dark purple.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school. Shoes should be neutral in color and mostly black, white, tan, or brown with minimal accent colors.

Rocketship branded uniform shirts can be purchased from the uniform website. Please contact your School Office Manager for the website link. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Maria Lopez
Assistant Principal
mlopez@rsed.org

SAFETY PLANS

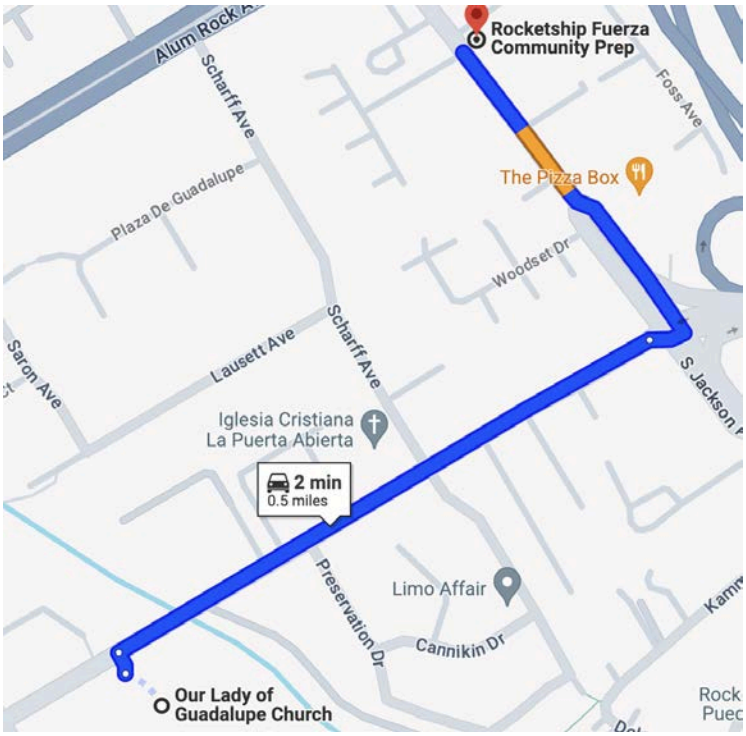
Primary and Secondary Evacuation Sites

Our Primary Evacuation Site is on our campus basketball court (building A) & back parking lot (building B).

Our Secondary Evacuation Site is at Our Lady of Guadalupe Church, 2020 E San Antonio Street, San Jose Ca 95116. We will use this site only if it is unsafe to remain on campus.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.


Fuerza
30
G21
Our Lady of
Guadalupe Church


Rocketship Fuerza
Community Prep
Foss Ave
The Pizza Box
Plaza De Guadalupe
Scharff Ave
Woodset Dr
Lausett Ave
Scharff Ave
Saron Ave
S Jackson
Iglesia Cristiana
La Puerta Abierta
2 min
0.5 miles
Limo Affair
Preservation Dr
Cannikin Dr
Our Lady of
Guadalupe Church

ROCKETSHIP LOS SUEÑOS ACADEMY ADDENDUM

SCHOOL SITE

Rocketship Los Sueños Academy
331 S. 34th St
San Jose, CA 95116

Principal: TBD
Office Manager: Ms. Cruz
Email: lossuenos@rsed.org
Phone: (408) 684-4028

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:15 am
School starts at 7:45am

Regular Dismissal- Monday, Tuesday, Wednesday, and Friday
- TK- 2:00 pm
- K-G1 - 3:05 pm
- G2 – G5- 3:10 pm

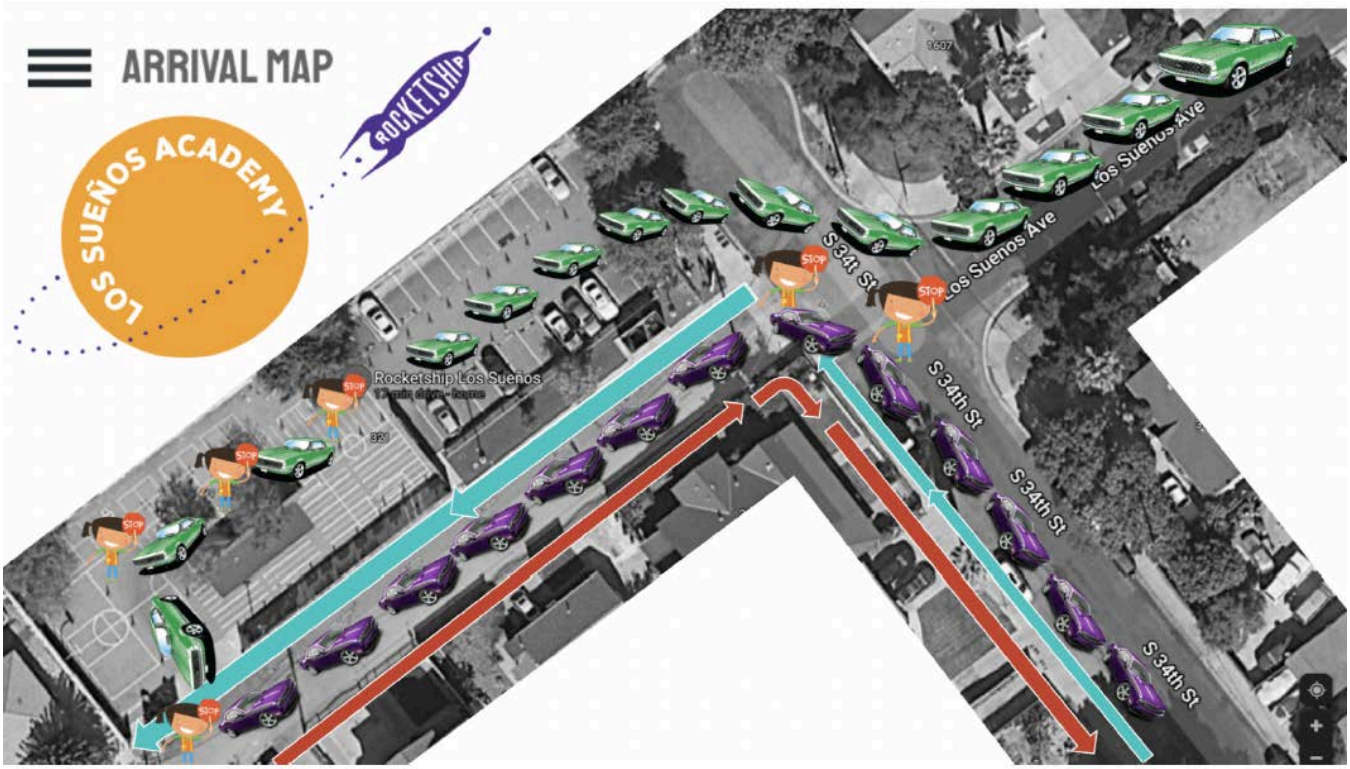
Minimum Day Dismissal- Thursday
- TK – G2 - 1:00 pm
- G3 – G5 - 1:05 pm

OFFICE HOURS

Front Office Hour- 8:30 am - 2:30 pm

Email requests: lossuenos@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES



DISMISSAL ROLES



DISMISSAL PASS CHECK

Student safety comes first! We must follow all our safety protocol. Parents/guardians are REQUIRED to present dismissal pass when picking up a student during dismissal or early pick up.

If a parent forgets dismissal pass they need to go to the main office and show identification.

Once identification is verified against emergency card, they will be issued a "day pass". Parents must keep day pass with them and give to Ms. Nancy as they exit the back gate. (Passes are held for one week at the front office)



MISSING NAME CARD PASS
(USED AFTER DISMISSAL TIME)

DATE: _____

STUDENT: _____

BY: _____

APPROVED BY: _____



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including
- Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school Principal for approval to host any celebration during the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Los Sueños Academy
Five Core Values: Respect, Responsibility, Persistence, Empathy, and Leadership.
Creed:

I am a Rocketship Rocketeer
At home, at Los Sueños, and in my community.
I show leadership through my words and interactions with those around me.
I am Respectful of myself, others, and the environment.
I am Responsible for my learning, actions and achievements.
I am Empathetic to my world, and I am Persistent in attaining excellence.
Together we are all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Los Sueños Academy uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a green or dark purple collared shirt.
- Any sweaters and jackets when worn inside must be Rocketship branded or solid colored dark green, black, or dark purple.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a green or dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

To Be Determined.

SAFETY PLANS

Safety Plans and evacuation details can be requested in the front office.

ROCEKTSHIP MATEO SHEEDY ELEMENTARY ADDENDUM

SCHOOL SITE

Rocketship Mateo Sheedy Elementary
788 Locust Street
San Jose, CA 95110

Principal: Courtney English
Office Manager: Nancy Rubalcava
Email: nrubalcava@rsed.org
Phone: 408-286-3330

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:00 am
School Starts at 7:30 am

Regular Day Dismissal: Monday, Tuesday, Wednesday, and Friday: TK 2:00 pm, K – G5 - 3:30 pm
Minimum Day Dismissal Thursday: All Grades 1:00 pm

OFFICE HOURS

Front Office Hours

Regular Day: 8:00 am - 3:00 pm
Minimum Day: 8:00 am- 12:30 pm

Email requests: nrubalcava@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

Car-line Drop-Off
Families will turn left into the Mateo Sheedy Parking lot from Locust St. Do **not** make U-turns on Locust St. Families should use Palm St. to wrap around the neighborhood in order to keep Locust St. clutter free.

Our arrival team will be in front of the school ready to welcome students to campus. Families are **not** to leave their vehicles as we need to keep this process running smoothly. As they exit campus, they will make a left back onto Locust St. in order to maintain a smooth flow of traffic.

The carline is open from 7:15 am to 8:00 am. However, at 7:45 am - 8:00 am, your student is considered late and will be given a late pass as they enter the building.

Walking Drop-Off
Families are able to walk up to the school and drop their Rocketeers off at the back gate on West Virginia Street. Staff will be at the gate greeting families and students welcoming them onto campus. Families are not able to come onto campus during our arrival procedure - they must wait until office hours start.



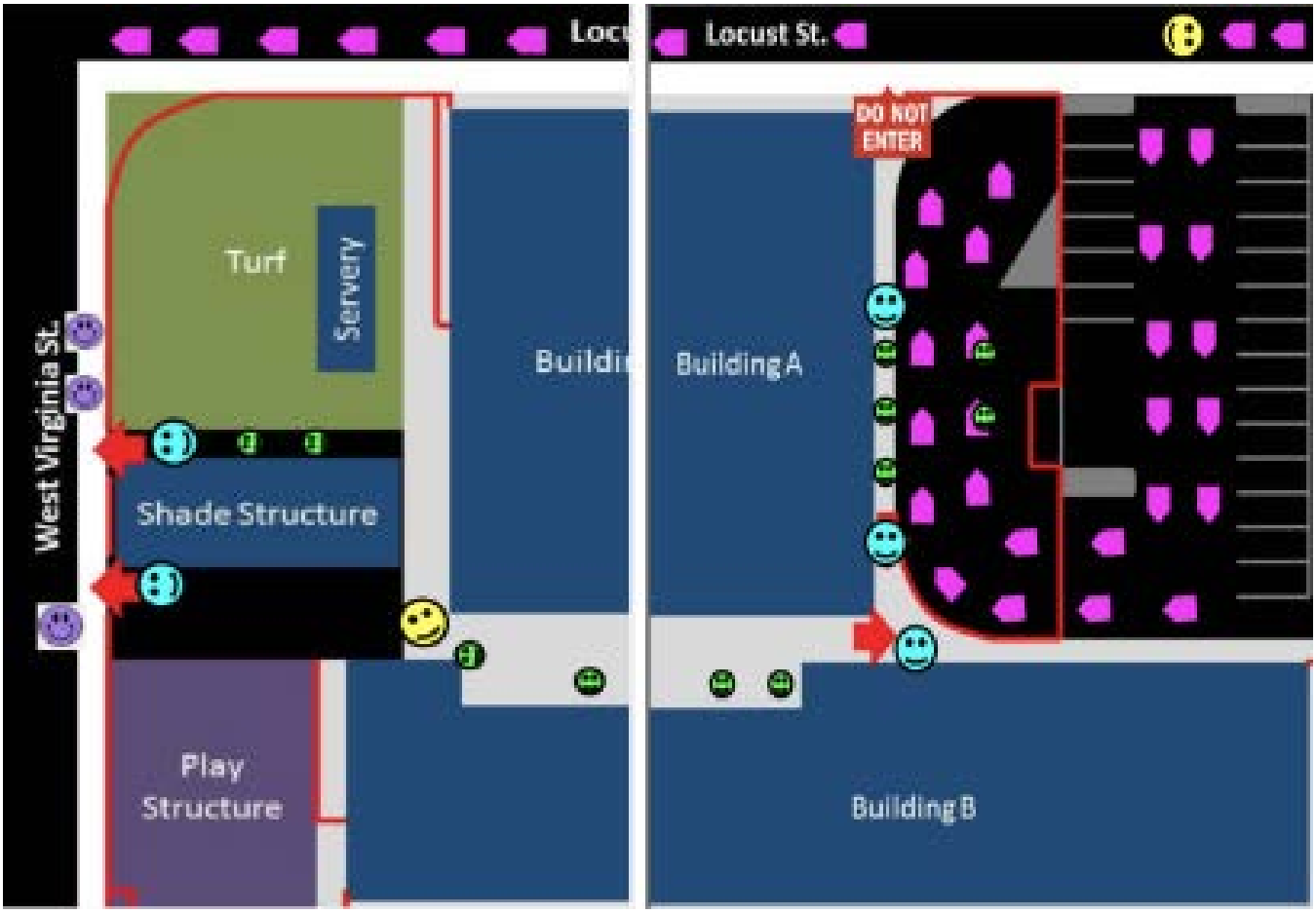
DISMISSAL: NO PASS, NO KID, If you do not have your dismissal card you will need your ID.

Car-line Pick Up

Families will follow a similar process as drop off. They will make a left turn into the Rocketship Mateo Sheedy parking lot from Locust St. All families must have a dismissal card with them in order to pick up their Rocketeer. No card = no kid. If no card is shown at the time of pick up, families are required to park and pick up their Rocketeer from the walker gate on West Virginia St. Families must stay in their cars - staff will assist Rocketeers into their cars if needed. As families leave campus, they will make a left onto Locust St. in order to maintain a smooth flow of traffic.

Walking Pick Up

Families must have a dismissal card with them at the time of pick up. If they don't have a card, a staff member will check their ID to confirm that they are authorized to pick up a student. The walker gate will be located on the side of the school on West Virginia St. Families go straight to their student's classroom and pick up at the door. This is not the time to engage in conversation with teachers - we kindly ask that you schedule an appointment with them for afterschool so that our dismissal process can run smoothly. Walkers will exit out through the same gate on West Virginia St.



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree-nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks,

and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their student(s) teacher and The Office Manager for approval to host any celebration during the last 30 minutes of the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Mateo Sheedy Elementary
Core Values: Respect, Responsibility, Persistence, and Empathy.
Creed:

I am a Rocketship Rocketeer, at home, at school, and in my community
I am respectful of myself, others, and the environment
I am responsible for my learning, actions, and achievement
I am empathetic to my world.
I am persistent in attaining excellence
Together we're all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Mateo Sheedy Elementary uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a dark purple collared shirt.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

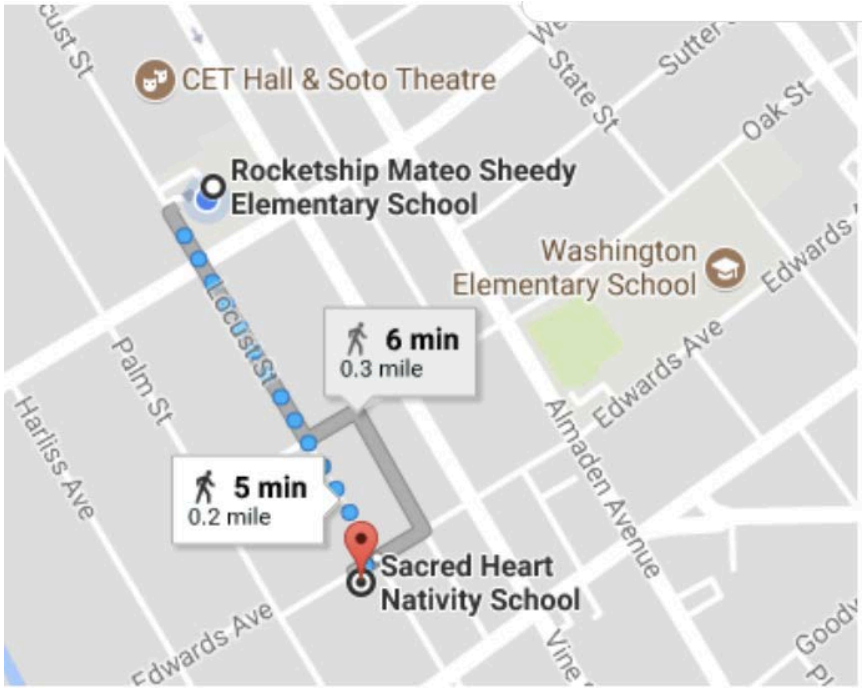
Jesus Mejia
Assistant Principal
jmejia@rsed.org

(408)420-5726

SAFETY PLANS

Evacuation Site
Our off-campus Evacuation Site is located at Sacred Heart Nativity, 310 Edwards Ave, San Jose, CA 95110. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.



ROCKETSHIP MOSAIC ELEMENTARY ADDENDUM

SCHOOL SITE

Rocketship Mosaic Elementary
950 Owsley Ave.
San Jose, Ca 95122

Principal: Ms. Stern

Office Manager: Ms. Vero
Office Assistant: Ms. Van
Phone: 408-899–2607 or 408-899-2519
Email: mosaic@rsed.org

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

School starts at 7:45 am every day. Rocketeers may arrive starting at 7:15 am.

Regular Day Dismissal- Monday, Tuesday, Wednesday, and Friday
TK - 2:00 pm (walker only)
K – G1 - 3:10 pm
G2 – G3 - 3:20 pm
G4 – G5 - 3:30 pm

Minimum Day Dismissal- Thursday
TK – G1 - 12:40 pm
G2 – G3 - 12:50 pm
G4 – G5 - 1:00 pm

OFFICE HOURS

Front Office Hours: 8:30 am-4:00 pm

Email requests: mosaic@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

- Student drop off may begin at 7:15 am.
    - Students will go to the Lunch Area or Learning Lab between 7:15 and 7:30 am.
- The start of school begins with Launch at 7:45 am.
    - Launch is outside in the warmer months and inside when the temperature is below 50 degrees.



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their student's teacher for approval to host any celebration during the school day. All celebrations will take place during the final 15 minutes of the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Mosaic Elementary
Five Core Values: Respect, Responsibility, Persistence, Empathy, and Global Citizenship.
Creed:

I am a Rocketship Rocketeer at home, at school, and in my community
I am respectful of myself, my neighbors, and the environment
I am responsible for my learning and actions
I have empathy for our world
I celebrate our similarities and differences
And I am persistent in attaining excellence
Together we are all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Mosaic Elementary uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a green, or dark purple collared shirt.
- Any sweaters and jackets when worn inside must be solid colored green, black, or purple. No hoods or hats may be worn inside the building.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from Embroidery & Custom Printing. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a green or dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Shelby Lozada
Assistant Principal
slozada@rsed.org

SAFETY PLANS

Evacuation Site
Our primary Evacuation site is located on campus on the launch area/playground area. We will use this evacuation site when it is safe to remain on campus.


Contractor
Owsley Ave
Delta Way
Owsley Ave
Owsley Ave
Rocketship Mosaic Elementary
Owsley Ave

ROCKETSHIP REDWOOD CITY PREP ADDENDUM

SCHOOL SITE

Redwood City Prep
909 Roosevelt Ave
Redwood City, CA 94061

Principal: Genzel Tolentino
Office Manager: Maribel Milanes
Email: mmilanes@rsed.org
Phone: 650-238-9970

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Regular Day Schedule
Monday, Tuesday, Wednesday, and Friday – 7:35 am- 3:30 pm

Minimum Day Schedule
Thursday – 7:35 am - 1:05 pm

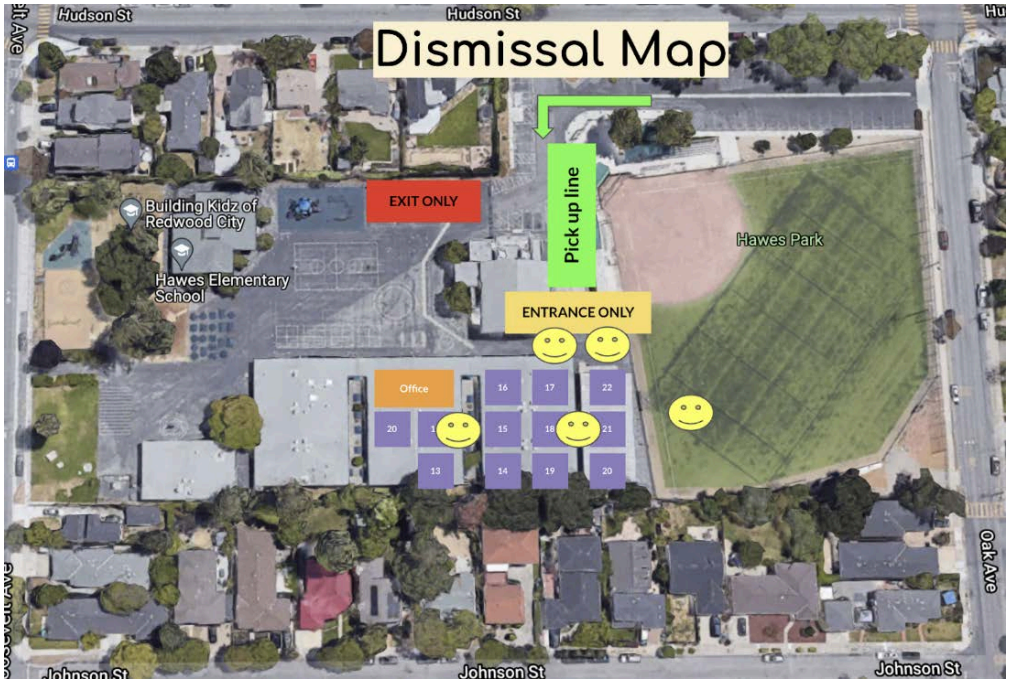
OFFICE HOURS

Front Office Hours: 8am to 3:00pm
Email requests: Maribel Milanes, mmilanes@rsed.org

Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES





SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school Principal for approval to host any celebration during the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Redwood City Prep
Five Core Values: Respect, Responsibility, Persistence, Empathy, and Pride.
Creed:

I am a Rocketship Rocketeer, at home, at school, and in my community
I am respectful of myself, others, and the environment
I am responsible for my learning, actions, and achievement
I am empathetic to my world
I show bravery when facing something new or challenging I am persistent in attaining excellence
Together we're all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Redwood City Prep uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a dark green, or dark purple collared shirt.
- Comfortable closed toe shoes, solid color preferably black and or white(or combination of both) , that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school. Shoes should be all black or all white or a combination of both.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a green or dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Tiffany Mensah
Assistant Principal
tmensah@rsed.org
(408) 482-9985

SAFETY PLANS

Safety Plans and evacuation details can be requested in the front office.

ROCKETSHIP RISING STARS ACADEMY ADDENDUM

SCHOOL SITE

Rising Stars Academy
3173 Senter Rd.
San Jose, CA 95111

Principal: Alberto Perez (Mr. Perez)
Email: aperez@rsed.org
Office Manager: Lupita Carreño (Ms. Lupita)
Email: mcarreno@rsed.org
Phone Number: 408.677.4879

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:00 am
Instruction starts at 7:45am

Regular Day Schedule- Monday, Tuesday, Wednesday, and Friday
- TK - 7:45 am - 2:20 pm
- K - 7:45 am - 3:05 pm
- G1 - 7:45 am - 3:10 pm
- G2 - 7:45 am - 3:15 pm
- G3 & G4 - 7:45 am - 3:30 pm

Minimum Day Schedule- Thursday
- TK - 7:45 am - 12:25 pm
- K - 7:45 am - 12:45 pm
- G1 - 7:45 am - 12:50 pm
- G2 - 7:45 am - 12:55 pm
- G3 & G4 - 7:45 am - 1:10 pm

OFFICE HOURS

Front Office Hours:
- Regular Day Schedule- Monday, Tuesday, Wednesday, and Friday: 8am-4pm
- Minimum Day Schedule-Thursdays: 8am-3pm
- Fridays when Landing is held, the office closes from 2:40pm until 3:05pm

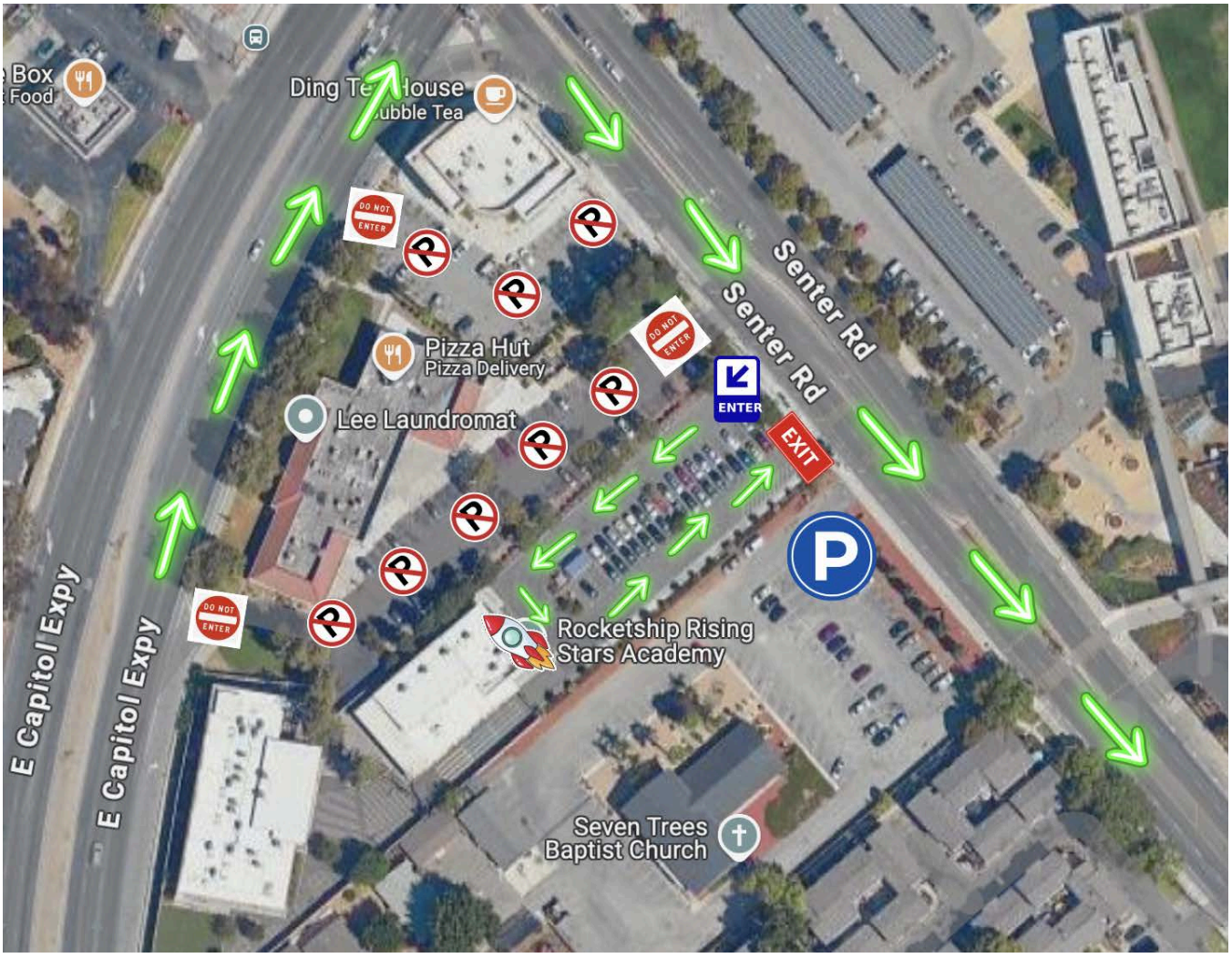
Email requests: mcarreno@rsed.org

Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

Walker Drop-Off/Pick Up
Parents/guardians are welcomed to park their cars in our neighboring church parking lot and walk onto campus. Parents/guardians will need to show school staff their students' dismissal card in order to pick up their student. Parents/guardians must conduct themselves respectfully and appropriately during arrival and dismissal and follow all directions from Rising Stars' staff.

Car Drop-Off/Pick Up
All parents/guardians will enter Rising Star's parking lot through E Capitol Expy onto Senter Rd. Parents/guardians will not be allowed to cut through our campus' adjacent parking lots (subway & plaza parking lot) in order to enter the RRS driver pick-up lane. Parents/guardians must conduct themselves respectfully and appropriately during arrival and dismissal and follow all directions from Rising Stars' staff.



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are unable to allow homemade food on campus for school wide monthly birthday celebrations. We require that all food provided is **individually packaged, nut free, and store bought.**

All birthdays will be celebrated at our monthly celebration in place of landing, typically the last Friday of the month, unless otherwise stated.

Lunch Drop Off

To help ensure a smooth and uninterrupted day for all students, late lunch drop-offs will not be accommodated. All students are expected to arrive at school with everything they need for the day, including their lunch. If a student forgets to bring a home lunch, Rocketship will provide them with a school meal.

ROCKETEER CORE VALUES AND CREED

<u>Rocketship Rising Stars Academy</u>
Five Core Values: Respect, Responsibility, Persistence, Empathy, and Advocacy.
Creed:

I am a Rocketship Rocketeer
At home, at Rising Stars, and in my community
I will passionately advocate for a cause beyond myself
and use all my knowledge to stand up for what is just

I am respectful of myself, others, and the environment
I am responsible for my learning, actions, and achievements
I am empathetic to my world
And I am persistent in attaining excellence
Together we are all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Rising Stars Academy uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts. Black bottoms can be worn under but not by themselves.
- A Rocketship provided shirt or a dark purple collared shirt.
- Any sweaters and jackets when worn inside must be solid colored black, or purple.
- Shoes should be majority black or solid colored, comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities.
- Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school. Distracting or unsafe features such as wheels or lights are prohibited.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Alberto Perez (Mr. Perez)
Principal
aperez@rsed.org
(925) 395 - 3679

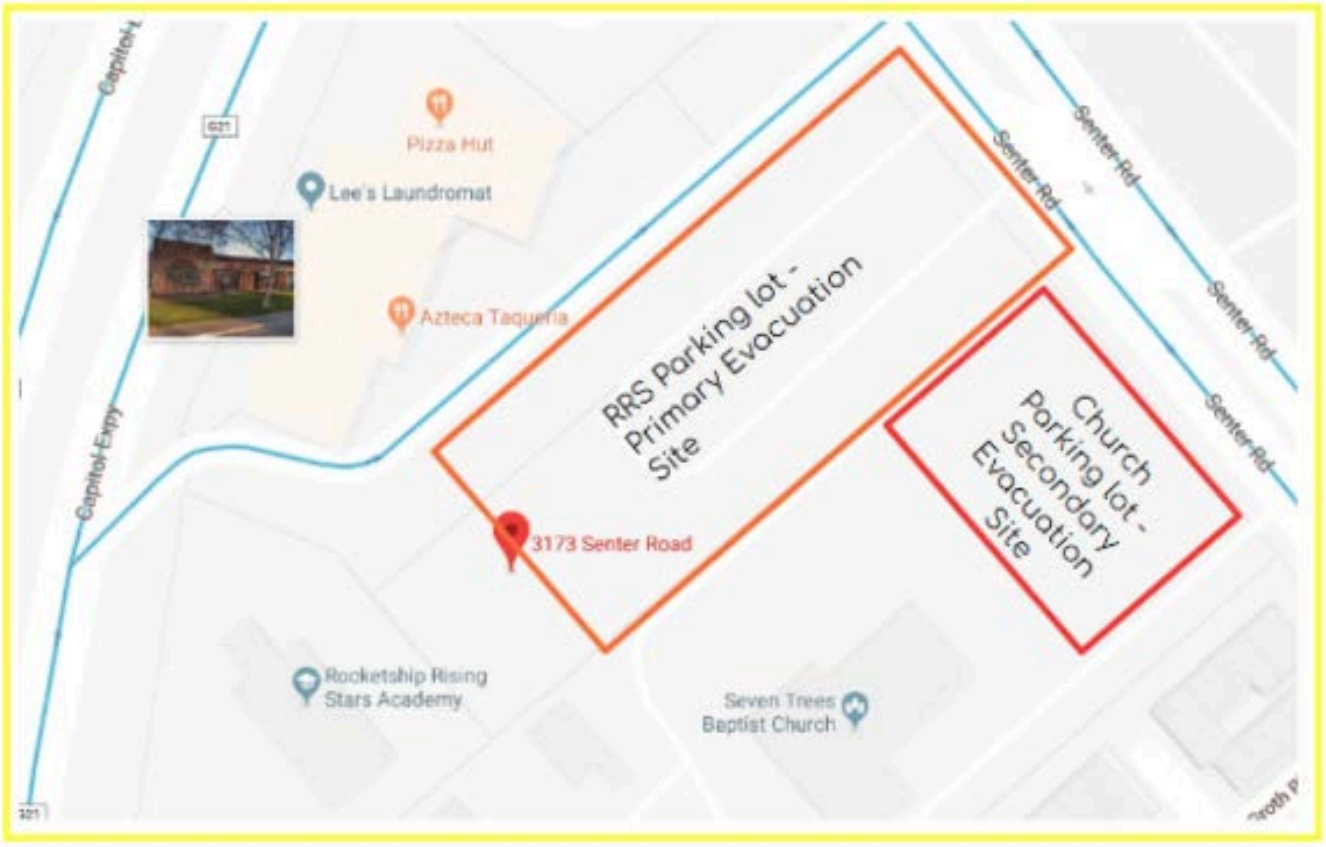
SAFETY PLANS

Primary and Secondary Evacuation Sites
Our primary evacuation site is the school parking lot. We will use this evacuation site when it is safe to remain on campus.

Our secondary evacuation site is located off campus next door at the Seven Trees Baptist church parking lot. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site. During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site.

Please be familiar with this location so you know where to go in case of an emergency dismissal. This is where our secondary parking is located as well.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.



ROCKETSHIP SÍ SE PUEDE ACADEMY ADDENDUM

SCHOOL SITE

Rocketship Sí Se Puede Academy
2249 Dobern Ave
San Jose, CA 95116

Principal: Kimberly Hung
Office Manager: Marilynn Corza
Email: sisepuede@rsed.org
Phone: 408-824-5180

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

School starts at 7:45 am every day. Rocketeers may arrive starting at 7:15 am.

Regular Day Dismissal - Monday, Tuesday, Wednesday, and Friday
TK – 2:00 pm
K – G5 - 3:30 pm

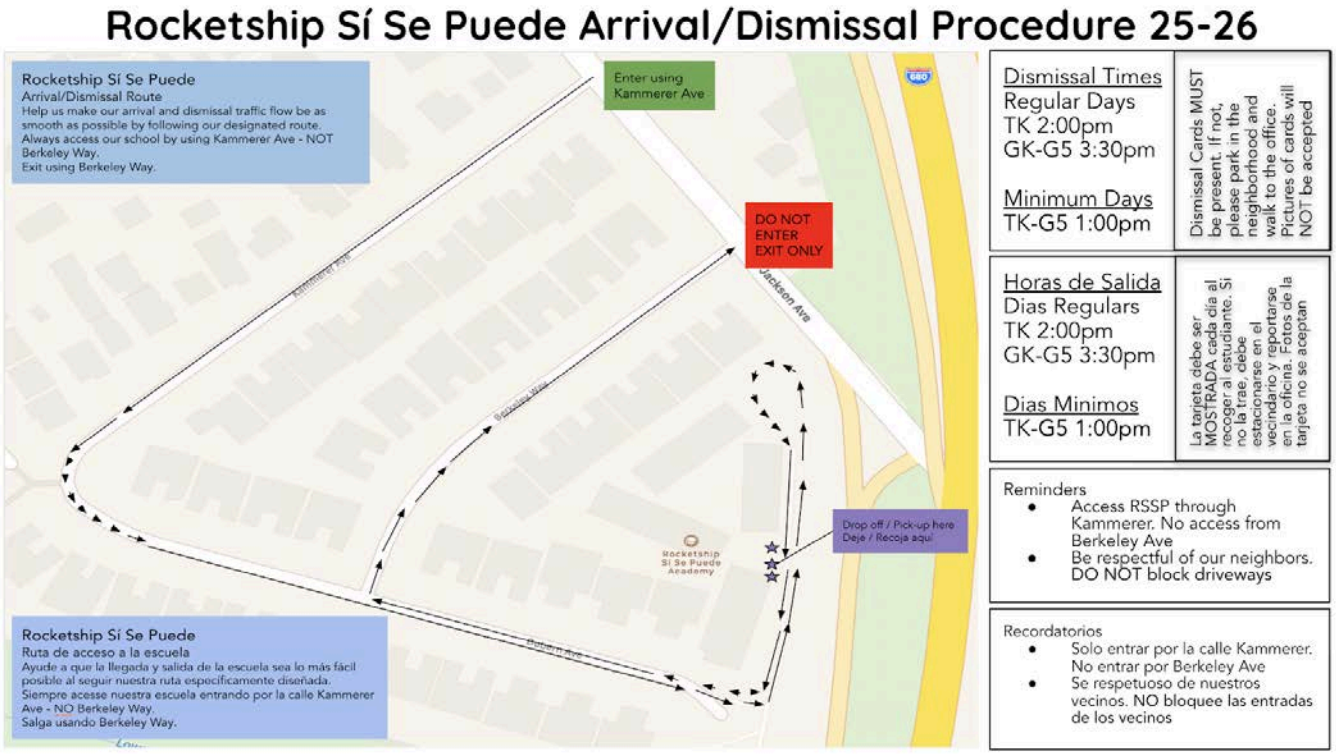
Minimum Day Dismissal - Thursday
TK – G5 - 1:00 pm

OFFICE HOURS

Front Office Hours
Regular Day: 8:00 am – 4:30 pm
Minimum Day: 8:00 am – 3:00 pm

Email: sisepuede@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips & Desserts (cookies, brownies, cupcakes, donuts)
    - Chips or desserts may be allowed if included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks,

and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations.

All birthdays will be celebrated at our monthly Festive Friday celebration, typically the last Friday of the month, unless otherwise stated.

ROCKETEER CORE VALUES AND CREED

Rocketship Sí Se Puede Academy
Five Core Values: Responsibility, Respect, Empathy, Persistence, and Healthy Choices
Creed:

I am a Rocketship Rocketeer
At home, at school, and in my community,
I am committed to making healthy choices for my body and mind!
I am respectful of myself, others and the environment!
I am responsible for my learning, actions and achievements
I am empathetic to my world, and I am persistent in attaining excellence!
Together we are all Rocketship rocketeers!

STUDENT DRESS CODE

The Rocketship Sí Se Puede Academy uniform consists of:

- Any appropriately sized khaki bottoms including pants, shorts, dress, skirt, or skorts. NO SWEATPANTS, JOGGERS OR LEGGINGS.
- A Rocketship uniform shirt or a dark purple collared shirt. NO T-SHIRTS.
- Sweaters and jackets must be solid colored black or purple.
- Shoes must be comfortable and closed-toe, closed-heel and allow the student's ability to participate in physical education or other activities. Sandals, including Crocs, are NOT considered to be safe or appropriate for school. Distracting or unsafe features such as wheels or lights are prohibited.

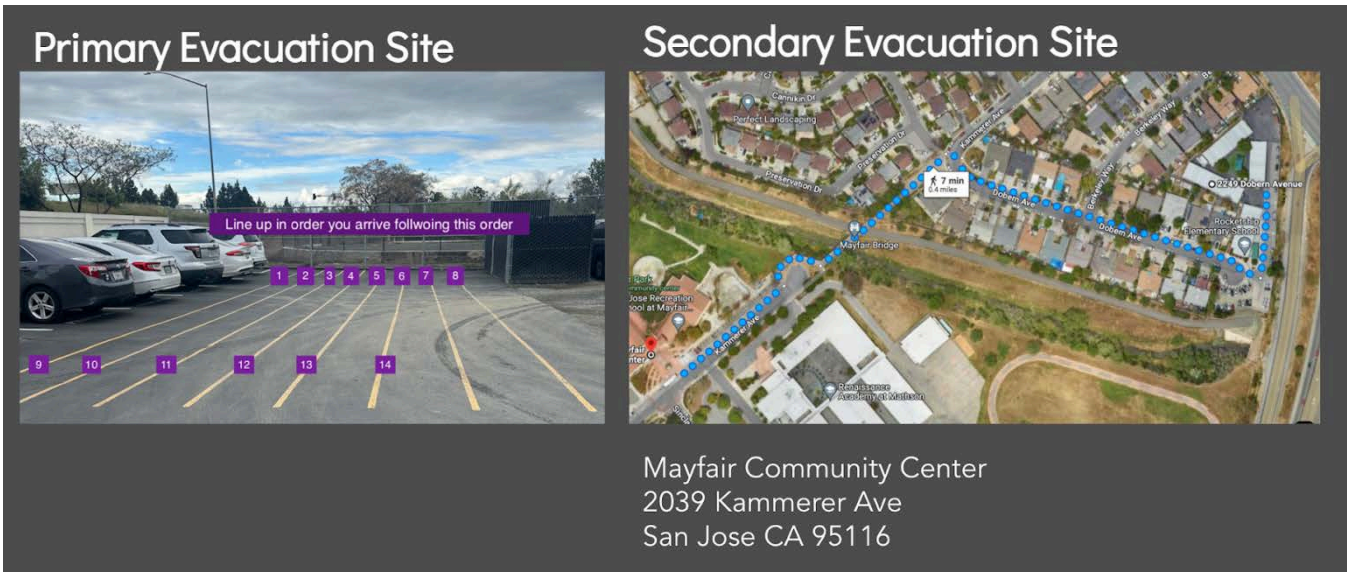
Rocketship branded uniform shirts can be purchased from the school office or online https://stores.inksoft.com/RSSP
Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Kimberly Hung
Assistant Principal
khung@rsed.org

SAFETY PLANS



During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.

ROCKETSHIP SPARK ACADEMY ADDENDUM

SCHOOL SITE

Rocketship Spark Academy
683 Sylvandale Ave.
San Jose, CA 95111

Principal: Zack Turner
Email: zturner@rsed.org
Office Manager: Catalina Duarte-Palma
Email: cduarte-palma@rsed.org
Phone: (408) 622-6651

Spark Parent Portal: https://sites.google.com/view/rocketshipspark/home

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

School starts at 7:30am

Regular Day Dismissal- Monday, Tuesday, Wednesday, and Friday
TK- 2:00 pm
K - G1 – 3:00 pm
G2- G3- 3:10 pm
G4 – G5 – 3:20 pm

Minimum Day Dismissal- Thursday
TK- 1:00 pm
K - G1 – 1:00 pm
G2- G3- 1:10 pm
G4 – G5 – 1:20 pm

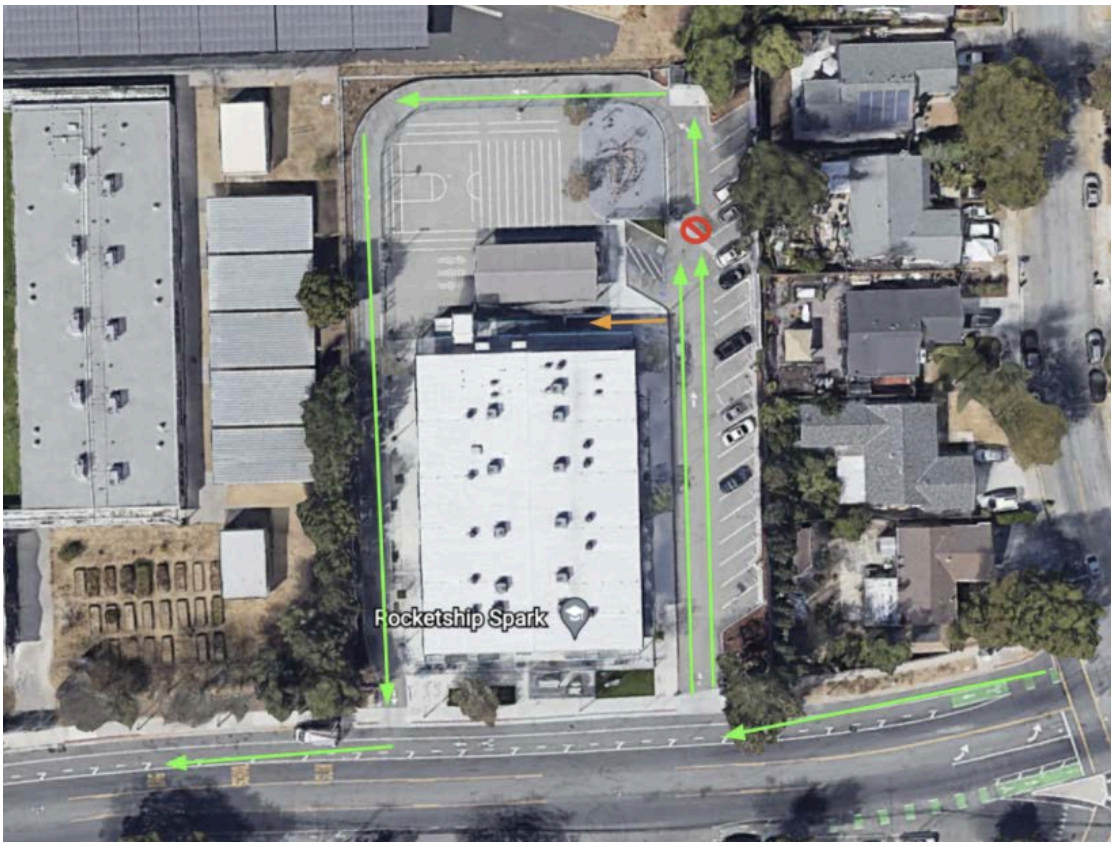
OFFICE HOURS

Front Office Hours: 7:45 am - 4:00 pm (Regular Days)
7:45 am-2:00 pm (Minimum Days)

Email requests: spark@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

Driveway Drop-Off and Pick-Up for Both Arrival and Dismissal



Walking Drop-Off and Pick-Up for Both Arrival and Dismissal



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school Principal for approval to host any celebration during the school day.

Please review our Birthday Celebration Guidelines which can be found at the main office and here: Spark Birthday Celebration Guidelines

ROCKETEER CORE VALUES AND CREED

Rocketship Spark Academy
Five Core Values: Respect, Responsibility, Persistence, Empathy, and Curiosity.

Creed:

I am a Rocketship Rocketeer, at home, at Spark, and in my community.
I am relentlessly curious and strive to attain knowledge about the world around me.
I am respectful of myself, others, and the environment .
I am responsible for my learning, actions, and achievement.
I am empathetic to my world and persistent in attaining excellence!
Together we're all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Spark Academy uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a hunter green, or dark purple collared shirt.
- Any sweaters and jackets when worn inside must be solid colored hunter green, black, or dark purple.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. We hold periodic Uniform Sale Events and parents will be able to see a list of vendors by visiting our Spark Parent Portal. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a hunter green or dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Vlad Vyazov
Assistant Principal
vvyazov@rsed.org

SAFETY PLANS

Our off-campus evacuation site is located at The Church of Jesus Christ of Latter-Day Saints, 3975 McLaughlin Ave, San Jose, CA 95121. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.

ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 6(E) **Subject:** Approve the 2025-26 Rocketship Education Employee Handbook for California	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education ("RSED") Board of Directors ("RSED-Board") approve the 2025-26 Rocketship Education Employee Handbook for California.

The approval of the 25-26 Employee Handbook will set clear expectations for all staff by outlining company policies, in accordance with the law, to ensure fairness for both Rocketship Public Schools and its staff.

Background:

The Rocketship Talent team, in conjunction with regional leadership, annually reviews and updates the Rocketship Employee Handbook. While minor revisions were made throughout the handbook, key updates include the following:

1. Internal Complaint Review (Problem-Resolution Procedure): This update affords RPS employees the opportunity to seek internal resolution to complaints and concerns through a structure that involves an open and honest atmosphere and timely response.
2. Updates to the Prohibited Sexual Harassment language: These updates reflect the EEOC's enforcement guidance on harassment in the workplace and include more explicit language in defining these three components of sexual harassment:
    a. Physical assaults of a sexual nature
    b. Hostile actions taken against an individual because of that individual's sex, sexual orientation, or gender identity
    c. Sexual or discriminatory displays or publications anywhere at the workplace by employees
3. PTO Blackout Days: Due to the need to be fully staffed at each school campus in service of our students, with the exception of cases involving illness, no more than three (3) staff members from the same school campus should be approved for PTO for the same school day(s).
4. Remote Work: This policy will clarify expectations, ensure compliance, and promote fairness for all employees, regardless of their work location.
5. Technology update (Cyber Security): This update will mitigate business risk by providing a framework for creating a suitable level of information security and a safe and secure technological work environment for staff and students.

Summary of Previous Board Action by Board:
The Board annually reviews and approves the Rocketship Education Employee Handbook. The Board last approved the handbook at its meeting on June 13, 2024.

Fiscal Impact:
None

Submitted by:
Danielle Hancock, AD of HRBPs/ER
Johnnette Garris, ER Manager
Jessica Holcomb, HR Generalist

ROCKETSHIP
PUBLIC SCHOOLS

Rocketship Public Schools Employee Handbook

Effective July 1, 2025

350 Twin Dolphin Drive, Suite 109
Redwood City, CA 94065

Phone: 877-806-0920

Website: www.rocketshipschools.org

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INTRODUCTION TO HANDBOOK

Rocketship Education, doing business as Rocketship Public Schools ("Rocketship," "RPS," or the "School"), is a charter school network committed to closing the achievement gap by helping its students reach their full potential.

Thank you for being a dedicated member of the Rocketship team who prove every day that incredible outcomes and experiences are possible when students have access to high quality educational opportunities. The power of our school communities is rooted in the incredible efforts of our staff.

The employee handbook is designed to set every staff member up for success by articulating the policies and guidelines that provide a foundation for the employer/employee relationship. Staff are required to be aware of and follow the policies including in the handbook, especially the policies that are a condition of employment.

There are several things to keep in mind about this handbook. First, it contains only general information and guidelines. It is not intended to be comprehensive or to address all possible applications of, or exceptions to, the general policies and procedures described. Be aware that in many cases, policies/procedures relating to benefits, including eligibility for any amount of benefits, are governed by benefit plan documents, insurance contracts, and other legal documents. Those legal documents supersede any summary provided in this handbook and are controlling. For these reasons, if you have any questions concerning eligibility for a particular benefit or the applicability of a policy or practice to you, you should address your specific questions to the Human Resources Department.

Note that this handbook applies to RPS school and regional staff and all national network staff and supersedes any and all prior versions of a handbook or manual and any prior inconsistent policies/procedures and description of benefits. RPS' procedures, practices, policies, and benefits may be interpreted, modified, suspended or discontinued by RPS at any time. Employees working in certain states (for instance, California, Washington, DC, Wisconsin and Tennessee) also have a state law addendum attached to this handbook setting forth the specific policies or legal requirements applicable to the state(s) in which they work. To the extent employees work in a location where state or local law provides rights that exceed the provisions in this handbook or any applicable state law addendum, RPS complies with the applicable law.

Nothing in this handbook or in any other document or policy is intended to violate any local, state or federal law. Nothing in this Handbook is intended to limit any concerted activities by employees relating to their wages, hours or working conditions, including the right to: communicate with others concerning wages, hours, benefits, and other terms or conditions of employment; self-organize, form, join or assist labor organizations; bargain collectively through representatives of the employees' choosing; engage in other concerted activities for the purpose of collective bargaining or other mutual aid or protection; refrain from engaging in such activities; or engage in any other conduct protected by Section 7 of the National Labor Relations Act. Furthermore, nothing in this handbook prohibits an employee from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission, National Labor Relations Board, Securities and Exchange Commission, or any other federal, state or local agency charged with the enforcement of any laws.

This Employee Handbook is not a contract and does not constitute an express or implied contract guaranteeing continued employment for any employee. The employee handbook is periodically revised to align with changes in employment laws across each of the states where Rocketship schools are located and will be interpreted and administered according to all applicable federal, state or local laws. Periodic revisions are also made to provide clarity and insight for existing policies. This Handbook supersedes all previous employee handbooks.

CONDITIONS OF EMPLOYMENT

At Will Employment

Employment with the School is at will, unless state law provides otherwise or as otherwise specified in a written employment agreement. This means employment with the School is not for any specified period and may be terminated by you or the School at any time, for any or no reason, with or without cause or advance notice. In connection with this policy, the School reserves the right to modify or alter your position, in its sole discretion, with or without cause or advance notice, through actions other than termination, including demotion, promotion, transfer, change in reporting relationships, reclassification or reassignment. In addition, the School reserves the right to exercise its managerial discretion in imposing any form of discipline it deems appropriate.

Nothing in this Handbook or any oral statement shall limit the right to terminate at-will. This at-will employment policy is the sole and entire agreement between the employee and the School regarding the fact that employment with the School is at-will. No manager or supervisor has any authority to enter into a contract of employment express or implied that changes the fact that employment with the School is at-will. The at-will nature of your employment with the School cannot be changed except in a written agreement, signed by you and the CEO of Rocketship Education, and which specifically states the parties' intention to change the at-will nature of the employment.

Equal Employment Opportunity

RPS is an equal opportunity employer. In accordance with applicable federal and state law, the School prohibits discrimination against any applicant or employee based on any legally protected characteristics, including, but not limited to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, lactation, childbirth, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Sexual orientation;
- Religion or creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin, ethnicity or ancestry (including native language spoken)
- Citizenship or immigration status (including possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Uniformed service member and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

Additionally, RPS prohibits retaliation against any person by another employee or by the School for reporting prohibited discrimination or for filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a government enforcement agency.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

RPS expects all employees to act in accordance with our equal employment opportunity policy, and to take all steps necessary to maintain a workplace free from discrimination, harassment and retaliation.

Employees can raise concerns and make reports without fear of reprisal. Employees with questions or concerns relating to equal employment opportunity, including complaints of discrimination, harassment, or retaliation, and accommodation requests, are encouraged to bring these issues to the attention of an RPS administrator, and/or Danielle Hancock Associate Director, HR Business Partners; Rocketship Public Schools; 311 Plus Park Blvd, Suite 130, Nashville, TN 37217;dhancock@rsed.org.

As required by Title IX, RPS does not (and is required not to) discriminate on the basis of sex in its educational programs or activities. This non-discrimination requirement applies to admission to and employment with RPS. Inquiries into issues related to Title IX may be referred to RPS' Title IX Compliance and Civil Rights Officer, Renita Thukral, rthukral@rsed.org, or externally to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Reasonable Accommodation

In accordance with applicable laws ensuring equal employment opportunities, RPS may make reasonable accommodations upon request unless undue hardship would result for: (i) known disabilities of an otherwise qualified individual; (ii) pregnancy, childbirth or related medical conditions, including lactation; and (iii) sincerely-held religious beliefs, practices and observances.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact RPS and request such an accommodation. The individual should specify what accommodation they need to perform the job, or if unknown, what job duties the condition impairs. RPS will then review the employee's or applicant's situation and accommodation request to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. RPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, RPS will make the accommodation.

Verification of Employment & Reference Requests

Prospective employers, financial institutions, and residential property managers routinely contact employers, including Rocketship, for information on a former or current employee's work history.

All such requests to verify employment should be referred to and handled by the Human Resources Department through the HR Ticketing system: https://rocketshipschools.atlassian.net/servicedesk/customer/portal/52/group/80/create/10177.

The Human Resources Department will respond to verification of employment with the following information only: dates of employment and job title(s) during employment. Responses to written requests for verification of employment will be made on the form provided only when the request is accompanied by a former or current employee's signed authorization to release such information. A written verification of employment form that has been completed by the Human Resources department will be returned directly to the requesting party.

All requests for employee reference checks must go through the Human Resources Department. The Human Resources Department is the only source authorized to provide information of any kind regarding current or former employees. The Human Resources Department will only confirm the employee's dates of employment and position(s) worked. No other information will be provided.

Mandated Reporting

Any RPS employee who has knowledge of, or observes, a child whom they know or reasonably suspect has been the victim of child abuse or neglect must report the known or suspected child abuse or neglect to the appropriate child protective agency immediately, or as soon as practically possible. Reporting should be made by telephone, followed by the preparation of a written report concerning the suspected abuse and/or neglect which should be sent to the child protective agency to which the report was made as required by law. See the attached Addenda for the mandated reporting policies applicable to each state in which RPS operates.

Employees are also encouraged to immediately report known or reasonably suspected abuse or neglect to the Principal so that the School may conduct an investigation as applicable and ensure any appropriate action is taken to protect the safety of the student. Employees who report suspected abuse to their Principal or other RPS employee must still file a report with the relevant state agency and cannot delegate or rely on any other employee to make this report.

RPS will provide access to annual training on the mandated reporting requirements as required by law.

Please refer to the state law addendum for the state in which you work for specific Mandated Reporter requirements.

By acknowledging receipt of this Handbook, employees acknowledge they are mandated reporters and are certifying that they have knowledge of and will comply with their state's mandated reporting laws.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. All background checks will be conducted in strict conformity with the federal Fair Credit Reporting Act (FCRA), applicable state fair credit reporting laws, and state and federal anti-discrimination and privacy laws. The School is an equal opportunity employer and will comply with applicable federal, state and local laws relating to the

use of background checks for employment purposes. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Additionally, as allowed by state law, criminal history checks of employees or volunteers may be obtained at any time during employment or volunteer services. Additionally, should an employee be arrested for, charged with, or convicted of any offense during their employment with the School, the employee must immediately report as much to the Human Resources Department through the HR Ticketing system (https://rocketshipschools.atlassian.net/servicedesk/customer/portal/52) within three (3) calendar days of the arrest, charge or conviction or other event that may be a mandatory employment exclusion or otherwise disqualify the employee for employment under applicable federal, state or local background check laws or RPS Charter Authorizer requirements. Employees will be placed on administrative leave while RPS investigates and conducts an individualized assessment of the employee's situation. Information collected on an individual to comply with the requirements listed above is confidential, will be considered in full compliance with federal, state and local laws, and may not be released except as authorized by law or with the consent of the person who is the subject of the information.

Tuberculosis Testing

To the extent that it is required by law for the state in which you work with Rocketship, all individuals working at Rocketship will be required to comply with applicable state law tuberculosis testing requirements. The Human Resources Department will provide employees with all such requirements.

Immigration Compliance

RPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States. However, RPS will not check the employment authorization status of current employees or applicants who were not offered positions unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. The School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee obligation records are authorized by a valid subpoena or judicial warrant, RPS will give employees notice of the inspection both before and after it has occurred as required by law.

Teaching Credentials

All Rocketship teachers and instructional School Leaders will either possess or be in the process of obtaining the appropriate teaching credentials and maintain them in current, valid, unencumbered status throughout their employment, per RPS Charter Authorizer requirements. As an employee, you are responsible to be aware of applicable standards that apply to your position. Employees

must provide copies of new and/or renewal documents, as well as any documentation related to any potential disciplinary actions to be taken by a professional credentialing agency when first received or as requested within a timely matter to Human Resources. Failure to meet or uphold credentialing requirements can result in adverse employment action, up to and including termination, at the discretion of the Human Resources Department and Regional Leadership.

Professional Boundaries: Staff/Student Interaction Policy

RPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, picking up, grabbing, or physically restraining or redirecting a student as a means of control or punishment, to include any other form of rough handling;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Rocketship prohibits the use of restraint or seclusion except in an emergency circumstance. Any restraint or seclusion shall be applied only by school personnel who are trained in the appropriate use of specific authorized techniques.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family, student's family, or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a School administrator. All reports shall be as confidential as possible consistent with a thorough and objective investigation, and to the extent permitted or required under applicable law. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse, including. any incident in which a student engages in improper communications with the employee. Such reports should include a summary of the student's communication, as well as the time, date, and method of communication. If abuse is suspected, employees must immediately report the suspected abuse as mandated reporters pursuant to the RPS Child Abuse & Neglect Reporting Policy.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

a. Giving gifts to an individual student that are of a personal and intimate nature.
b. Kissing of any kind between staff and students.
c. Any type of unnecessary physical contact with a student in a private situation.
d. Intentionally being alone with a student away from the school.
e. Making sexually inappropriate comments.
f. Making sexual jokes.
g. Seeking emotional involvement with a student for your benefit.
h. Telling stories that are sexually oriented.
i. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
j. Having a personal relationship with a student so that a reasonable person may suspect inappropriate behavior.
k. Communicating with students in an inappropriate manner, including but not limited to using an aggressive/threatening tone or profanity, mocking students, or engaging in any form of name-calling or use of inappropriate nicknames.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

These behaviors should only be exercised when a staff member has parent and supervisor permission.

a. Giving students a ride to/from school or school activities.
b. Being alone in a room with a student at school with the door closed.
c. Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

a. Remarks about the physical attributes or development of anyone.
b. Excessive attention toward a particular student.
c. Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

a. Getting parents' written consent for any after-school activity.
b. Obtaining formal approval to take students off school property for activities such as field trips or competitions.
c. Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
d. Keeping the door open when alone with a student.
e. Keeping reasonable physical space between you and your students.
f. Stopping and correcting students if they cross your own personal boundaries.

g. Keeping parents informed when a significant issue develops about a student.
h. Keeping after-class discussions with a student professional and brief.
i. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
j. Involving your supervisor if conflict arises with the student.
k. Informing the Human Resources Department about situations that have the potential to violate School policy.
l. Making detailed notes about an incident that could evolve into a more serious situation later or could violate School policy.
m. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
n. Asking another staff member to be present if you will be alone with any type of special needs student.
o. Asking another staff member to be present when you must be alone with a student after regular school hours.
p. Giving students praise and recognition without touching them.
q. Avoiding pats on the back, high fives and handshakes.

Violations of this policy may result in disciplinary action, including immediate termination of employment.

Policy Prohibiting Harassment, Discrimination, and Retaliation

RPS is committed to providing a work and educational atmosphere that is free of harassment, discrimination, and retaliation. RPS' policy prohibits harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender identity; sex (including pregnancy, childbirth, lactation, and related medical conditions); sexual orientation; religion or creed (including religious dress and grooming practices); age (forty (40) and over); national origin or ancestry; citizenship or immigration status; physical or mental disability; genetic information (including testing and characteristics); uniformed servicemember and veteran status; or any other characteristic protected under federal, state, or local laws.

This policy applies to employees, volunteers, unpaid interns, individuals in apprenticeship programs, Board members, independent contractors, vendors, visitors or anyone else doing business with RPS. Any employee or agent of RPS who violates this policy will be subject to disciplinary action, up to and including immediate termination of employment or other relationship with RPS. RPS prohibits unlawful discrimination, harassment, sexual harassment or retaliation, and prohibits conduct as defined in this policy, even if it does not rise to the level of being unlawful. This policy is not designed or intended to limit the School's authority to discipline or take remedial action for conduct that violates this policy that the School deems unacceptable, regardless of whether that conduct satisfies the definition of discrimination, harassment, sexual harassment or retaliation.

To the extent that a volunteer, unpaid intern, individual in apprenticeship programs, Board member, independent contractor, vendor, visitor or other person with whom RPS does business engages in inappropriate conduct in violation of this policy, RPS will take prompt and appropriate action to remedy the situation.

Examples of Prohibited Conduct

Prohibited discrimination, harassment and offensive conduct can be based on any of the characteristics set forth above and includes but is not limited to:

- Verbal conduct such as epithets, threats, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intimidation, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Ridicule or mockery, taunting, insults, or put-downs;
- Display of graffiti, cartoons, "memes", derogatory posters, photographs, calendars, drawings, websites, social media, emails, text messages or other electronic or printed material ;
- Sharing or watching pornography or sexually demeaning depictions of people, including AI-generated and deep fake images and videos;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

All forms of discrimination, harassment and retaliation are prohibited both in the workplace and at all work-related settings, including School-sponsored events, business trips and any other location when performing School business.

The prohibitions in this policy apply not only to in-person or verbal communications, but also to communications through the use of the RPS electronic communication system, including e-mail, chats, text messages and voicemail. The prohibitions in this policy also may extend to postings on personal blogs and other forms of social media if seen by or containing messages about your colleagues or others with whom we work.

It is no defense to inappropriate behavior that there was no bad intent, it was only a "joke" or that it was not directed at any particular person.

Complaint and Investigation Procedure; Sanctions for Violations

Employees who believe they are being harassed, discriminated or retaliated against are requested to take the following actions:

- In the event you feel you are a victim of harassment, you should immediately contact your immediate supervisor and/or the Human Resources Department through the HR Ticketing system (https://rocketshipschools.atlassian.net/servicedesk/customer/portal/52) or by emailing compliance@rsed.org. In the event your immediate supervisor is the alleged harasser, you should contact the next level supervisor, the designated Compliance Coordinator, or any other leadership team member or member of management with whom you feel comfortable– reporting directly to the offending supervisor directly is not sufficient. Employees are not required to report any prohibited conduct to a supervisor or manager who may be hostile, who has engaged in such conduct, who is a close associate of the person who has engaged in such conduct, or with whom the employee is uncomfortable discussing such matters.
- Supervisors, managers or leadership team members who receive a complaint of discrimination, harassment, sexual harassment, or retaliation or receives information about such conduct must also immediately report it to the Human Resources Department.
- Any employees who are uncomfortable with face-to-face interaction may write down their complaints in a memo, and submit the memo to their immediate supervisor and/or the designated Compliance Coordinator.

- Any RPS employee who receives a report of suspected harassment or discrimination is expected to immediately contact the designated Compliance Coordinator.

Reports of prohibited conduct should be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair RPS' ability to investigate and address the prohibited conduct. Any supervisor who receives a report of discrimination or harassment shall immediately notify Human Resources.

After receiving a report, the Human Resources Department shall consider whether the allegations may constitute prohibited discrimination, harassment or retaliation. If so, RPS shall promptly authorize or undertake an investigation, which shall be conducted thoroughly and objectively. If appropriate, RPS shall promptly take interim action calculated to prevent prohibited conduct or interference during the course of an investigation.

All employees are expected to cooperate with any investigation, except when voluntary compliance with an investigation is being requested. The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations. If the results of an investigation indicate that prohibited conduct occurred, RPS shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct. RPS may also take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

The School will maintain confidentiality surrounding the investigation to the extent possible, consistent with a thorough and objective investigation, and to the extent permitted or required under applicable law.

RPS is committed to remediating any instances where investigation findings demonstrate prohibited harassment, discrimination, or retaliation has occurred. Anyone who, after appropriate investigation, has been found to have engaged in discrimination, harassment or retaliation and/or inappropriate behavior inconsistent with the policy (even if not unlawful) will be subject to appropriate disciplinary action, up to and including termination of employment or other relationship with RPS. An employee who intentionally makes a false claim, offers false statements, or refuses to cooperate with a RPS investigation regarding harassment or discrimination may be subject to appropriate discipline, up to and including termination. Further, any supervisor, manager or leadership team member who fails to make an immediate report of a complaint or concern raised to them to the Human Resources Department as required by this policy will be subject to corrective action, up to and including termination of employment. Exempt and nonexempt employees who violate this policy also may be suspended without pay. Exempt employees will be suspended in full day increments only.

Retaliation Prohibited

Retaliation is prohibited against any person by another employee or by the School for using the complaint procedures provided below, reporting prohibited discrimination, harassment, sexual harassment or retaliation, objecting to such conduct or filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, termination, demotion,

suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

The initiation of a good faith complaint of discrimination, prohibited harassment, sexual harassment or retaliation will not be grounds for disciplinary or other retaliatory action, even if the allegations cannot be substantiated or the employee was mistaken about aspects of the complaint. Any individual who makes a complaint that is demonstrated to be intentionally false may be subject to discipline, up to and including termination.

Employees who take part in any retaliatory action will be subject to discipline, up to and including termination. Agents will be subject to termination of their engagement or relationship with RPS for engaging in retaliation.

Prohibited Sexual Harassment

RPS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) submission to, or rejection of, such conduct is used as a basis for employment decisions affecting the individua; and/or (3) that conduct has the purpose or effect of reasonably interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment, even if the individual making the report is not the intended target of such conduct.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against them or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of prohibited harassment.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Any individual who becomes aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual

harassment is encouraged to immediately report such harassment to the Human Resources Department. Supervisors are required to report such harassment to the Human Resources Department.

Sexual harassment includes various forms of offensive behavior based on sex. The following is a non-exhaustive list of the types of conduct prohibited by this policy:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, physical violence, assault, molestation or attempts to commit these assaults and

    - Intentional physical conduct that is sexual in nature, such as unwelcome or inappropriate touching, pinching, patting, grabbing, impeding or blocking normal movements, brushing against another's body, or poking another's body.

    - Unwanted sexual advances or propositions (including repeated and unwelcome requests for dates).

    - Sexually oriented or degrading gestures, notices, remarks, explicit jokes, innuendos, epithets, slurs, or comments about a person's body, dress, sexuality or sexual experience, including discussions of sexual fantasies, frustrations or the like.

    - Preferential treatment or promises of preferential treatment to an employee for submitting to a romantic relationship or sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.

    - Linking or conditioning any employment decision, benefit or other practice to a subordinate's submission, or refusal to submit, to sexual advances or conduct.

    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity or the status of being transgender, such as:

    - Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;

    - Repeated and intentional use of a name or pronoun inconsistent with an individual's known gender identity;

    - Asking intrusive questions about a person's sexual orientation, gender identity, gender transition, or intimate body parts;

    - Sabotaging an individual's work; and

    - Bullying, yelling, or name-calling

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

    - Displaying pictures, objects, cartoons, posters, calendars, graffiti, objections, websites, emails, text messages, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;

    - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic;

    - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

Sexual harassment can occur regardless of the gender of the person committing it or the person who is exposed to it. Harassment on the basis of sexual orientation, self-identified gender, perceived gender, or transgender status are all forms of prohibited sexual harassment.

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. If you have any question about whether behavior is inappropriate, don't do it. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the party's has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate RPS policy.

Application of Title IX

Sexual harassment is illegal and may violate Title IX. As such, any employee who experiences sexual discrimination or harassment should bring the concern to the attention of the Director of Human Resources Business Partners and/or the Title IX Civil Rights Compliance Officer.

Attn: Associate Director, Human Resources Business Partners
Rocketship Public Schools
311 Plus Park Blvd, Suite 130
Nashville, TN 37217
dhancock@rsed.org

In addition, the Equal Employment Opportunity Commission (EEOC) is an additional resource for employment discrimination claims:

EEOC Headquarters
131 M. Street, N.E.
Washington, DC 20507
202-663-4900
info@eeoc.gov

Additional regional agency resources include:

Department of Fair Employment and Housing Headquarters 2218 Kausen Drive Suite 100 Elk Grove, CA 95758 Toll Free: (800) 884-1684 Phone: (916) 478-7251 TTY: (800) 700-2320 Fax: (916) 227-2859	Tennessee Human Rights Commission 312 Rosa Parks Ave, 23rd floor Nashville, TN 37243 (800) 251-3589 ask.thrc@tn.gov	DC Office of Human Rights 441 4th Street NW, Suite 570 North, Washington, DC 20001 Phone: (202) 727-4559 Fax: (202) 727-9589 TTY: 711	Wisconsin Equal Rights Division Milwaukee Office 819 North Sixth St., Room 723 Milwaukee, WI 53203 Phone: (414) 227-4384 TDD: (414) 227-4081 Fax: (414) 227-4084

Student Discrimination and Harassment

Discrimination and harassment of students by employees are prohibited. Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the Principal or other appropriate RPS official. All allegations of prohibited harassment of a student by an employee or adult will be promptly investigated. An employee who knows of or suspects child abuse or neglect must also report their knowledge or suspicion to the appropriate authorities, as required by law.

RPS shall take appropriate disciplinary action against employees who have engaged in discrimination or harassment of students, up to and including termination of employment.

Retaliation against anyone involved in the complaint process is a violation of RPS policy and acts of retaliation may result in disciplinary action, up to and including termination.

Sexual Harassment of Students

Sexual harassment of students includes any unwelcome verbal or physical sexual advances, including but not limited to engaging in sexually oriented conversations; making comments about a student's potential sexual performance; requesting details of a student's sexual history; requesting a date, sexual contact, or any activity intended for the sexual gratification of the employee; engaging in conversations regarding the sexual problems, preferences, or fantasies of either party; inappropriate hugging, kissing, or excessive touching; suggestions that a romantic relationship is desired after the student graduates, including post-graduation plans for dating or marriage; telephoning or texting students at home or elsewhere to solicit unwelcome personal relationships; physical contact that would reasonably be construed as sexual in nature; threatening or enticing students to engage in sexual behavior in exchange for grades or other school-related benefit; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct when the conduct affects the student's ability to participate in or benefit from a program or activity; or conduct of a sexual nature that creates an intimidating, threatening, hostile or offensive educational environment.

Sexual harassment of students by employees will result in appropriate disciplinary action up to and including termination from employment and referral to appropriate law enforcement authorities where required by law.

RPS employees are generally encouraged to report an action or suspected action that is illegal or in violation of any adopted Board policy. Good faith reports may be made without fear of reprisal.

Any sexual or romantic relationship between a student and a RPS employee is always prohibited, even if consensual.

Electronic Recording Policy

Electronic recording may be used at Rocketship campuses where deemed necessary. The use of electronic surveillance, including either audio or visual recording or both audio and visual recording, at our schools is solely for the purposes of security and safety of Rocketship students and staff and facilitating the identification of individuals who behave in a disruptive manner or commit a crime. Audio and/or visual recording for any other purpose is prohibited where permissible under applicable law.

Prohibited Use of Electronic Recording
In accordance with applicable state laws, Rocketship will not record and does not consent to others recording any private oral conversations that occur in places where individuals would have a reasonable expectation of privacy. As just one example, in California, the consent of both parties is required before a conversation is recorded in any area where an individual would have a reasonable expectation of privacy.

Additionally, Rocketship will not install any surveillance device in areas where there is a reasonable expectation of privacy (i.e., bathrooms).

Employees may not set up hidden recording equipment in any Rocketship classroom, office or any other space on any Rocketship campus for any reason.

Employees must comply with the RPS Artificial Intelligence (AI) Acceptable Use Policy prior to using any AI technology that has the capability or is being used with the intent to record, take notes, analyze or create content during any RPS meeting, school event or other function, whether live in-person or online (e.g., Zoom, Google Meet, etc.).

Rocketship requests that other than during designated school events (such as school plays, graduation, and other events open to the Rocketship community) employees, parents and other visitors to campus refrain from taking photographs and or making audio/video recording of students and staff without first obtaining written consent from the parent of the student. In the event that a parent or campus visitor does capture an image of a student, Rocketship requests that the individual refrain from posting any such image to a personal social media account. Such electronic recording is intrusive and may be in violation of federal and state privacy laws. Furthermore, posting images of children without parent consent could raise serious privacy and security issues. Any employee who is authorized to post images to school social media accounts must do so in accordance with Rocketship's School Social Media Policy.

This policy shall not abridge any individual's rights to record Individualized Education Program ("IEP") meetings pursuant to applicable laws and regulations. Additionally, this policy shall not apply to any audio/video recording that is developed as an accommodation for an individual with a disability.

For any recording made by Rocketship that is subject to the federal Family Educational Rights and Privacy Act of 1974, parents or guardians shall have the right to:

1) Inspect and review the audio recordings;
2) Request that the audio recordings be amended if the parent or guardian believes that they contain information that is inaccurate, misleading, or in violation of the rights of privacy or other rights of an individual;
3) Challenge, in a hearing, information that the parent or guardian believes is inaccurate, misleading, or in violation of the individual's rights of privacy or other rights.

This policy is not intended to and does not supersede any applicable law that expressly allows recording in other particular circumstances. This policy in no way prohibits employee affiliations or activities that are protected under applicable state and federal laws, including but not limited to any activity that is protected under Section 7 of the National Labor Relations Act.

Notification

Rocketship will provide notice on-site if electronic surveillance equipment is installed on campus. If a visitor to a Rocketship school site has questions or concerns about the use of electronic surveillance, they should direct all questions to the school Business Operations Manager.

Whistleblower Policy

RPS requires its directors, officers, employees, and volunteers to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. The purpose of this policy is to encourage and enable employees and volunteers of RPS to report any action or suspected action taken within RPS that is illegal, fraudulent, or in violation of any adopted RPS policy, to a source within RPS before turning to outside parties for resolution. This policy applies to any matter which is related to RPS' business and operations and relates only to those acts of an individual undertaken on behalf of RPS and subject to the direction of RPS. This policy is intended to supplement but not replace RPS' prohibited harassment and discrimination policies, complaint policies, and/or any other RPS employee policy or grievance procedure, or any applicable state and federal laws governing whistleblowing applicable to nonprofit organizations.

Violations; Reporting in Good Faith

All employees and volunteers of RPS are encouraged to report any action or suspected action taken within RSED that is illegal, fraudulent, or in violation of any adopted policy of RPS (each, a "Violation"). Anyone reporting a Violation must act in good faith, without malice to RPS or any individual inside RPS, and have reasonable grounds for believing that the information shared in the report indicates that a Violation has occurred. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense that may result in discipline, up to and including termination of employment or volunteer status.

No Retaliation

No employee or volunteer who in good faith reports a Violation or cooperates in the investigation of a Violation shall suffer retaliation, or adverse employment or volunteer consequences. Any individual within RPS who retaliates against another individual who in good faith has reported a Violation or has cooperated in the investigation of a Violation is subject to discipline, up to and including termination of employment or volunteer status. If an individual believes that someone

who has made a report of a Violation or who has cooperated in the investigation of a Violation is suffering from harassment, retaliation or other adverse employment or volunteer consequences, the individual should contact the RPS Compliance Officer. Any individual who reasonably believes they have been retaliated against in violation of this policy shall follow the same procedures as for filing a complaint outlined below.

Reporting Process

If an individual reasonably believes that a Violation has occurred, the individual is encouraged to follow the procedures set forth in Rocketship's complaint policies. Reported Violations will be investigated and handled in accordance with Rocketship's complaint policies. Reports may be submitted on a confidential basis by the complainant or may be submitted anonymously by mailing the form to the Compliance Officer at: Rocketship Education, Attn: Compliance Officer, 350 Twin Dolphin Drive, Redwood City, CA 94065 or submitting an email complaint to compliance@rsed.org. The complainant may also report a violation to the Department of Human Resources through the HR Ticketing system (https://www.tfaforms.com/455487).

Confidentiality

RPS encourages anyone reporting a Violation to identify themselves when making a report in order to facilitate the investigation of the Violation. Reports of Violations or suspected Violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation, to comply with all applicable laws, and to cooperate with law enforcement authorities. Furthermore, RPS will explore anonymous allegations to the extent possible, but will weigh the prudence of continuing such investigations against the likelihood of confirming the alleged facts or circumstances from attributable sources.

Accounting and Auditing Matters

The Business Committee is responsible for addressing reported complaints of Violations relating to corporate accounting practices, internal controls or auditing. The Compliance Officer and any RPS employee in the receipt of such a complaint may elect to report the complaint to the Business Committee.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. All employees must comply with all student confidentiality obligations under the Family Educational Rights and Privacy Act ("FERPA"), any applicable state student records laws, and as otherwise provided by RPS policies. Failure to maintain confidentiality may result in disciplinary action, up to and including termination.

Rocketship's policy is to safeguard personal employee information, such as personal health information and social security numbers, in its possession to ensure the confidentiality of the information. RPS will cooperate with and provide access to personnel records when required by law or when we determine that disclosure is necessary and in the best interest of the School, our

students or our employees. Employees who wish to inspect their personnel records may do so as is permitted by state law applicable to your work location.

Confidential Information does not include information lawfully acquired by non-management employees about wages, hours, benefits, or other terms and conditions of employment, if used by them for purposes protected by Section 7 of the National Labor Relations Act such as: communicating with others; self-organizing; joining, forming or assisting labor organizations; bargaining collectively through representatives of the employees' choosing; engaging in other concerted activity for collective bargaining or other mutual aid or protection; refraining from engaging in such activities; or any other conduct protected by Section 7 of the National Labor Relations Act.

Confidential Information also does not include: conduct that was, or that an employee reasonable believes to be, illegal; conduct that is recognized as against a clear mandate of public policy; or the existence of a non-confidential settlement involving any such conduct. Nothing in this Employee Handbook prohibits an employee from communicating with any governmental authority or making a report in good faith and with a reasonable belief of any violations of law or regulation to a governmental authority, or disclosing Confidential Information which the employee acquired through lawful means in the course of employment to a governmental authority in connection with any communication or report, or from filing, testifying or participating in a legal proceeding relating to any violations, including making other disclosures protected or required by any whistleblower law or regulation to the Securities and Exchange Commission, the Department of Labor, or any other appropriate government authority.

Further, employees are hereby notified that under the 2016 Defend Trade Secrets Act (DTSA): (1) no individual will be held criminally or civilly liable under Federal or State trade secret law for the disclosure of a trade secret (as defined in the Economic Espionage Act) that: (A) is made in confidence to a Federal, State, or local government official, either directly or indirectly, or to an attorney; and made solely for the purpose of reporting or investigating a suspected violation of law; or, (B) is made in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal so that it is not made public; and, (2) an individual who pursues a lawsuit for retaliation by an employer for reporting a suspected violation of the law may disclose the trade secret to the attorney of the individual and use the trade secret information in the court or arbitration proceeding, if the individual files any document containing the trade secret under seal, and does not disclose the trade secret, except as permitted by order in that proceeding.

Conflicts of Interest

All employees and members of the RPS Board must avoid situations involving actual or potential conflicts of interest.

The term "actual or potential conflict of interest" describes any circumstance that would or would appear to cast doubt on an employee's ability to act with total objectivity with regard to Rocketship's best interests. All employees and Board members are expected to avoid any action or involvement which would, or would appear to, in any way compromise their actions on behalf of RPS. Activities that constitute an actual or potential conflict of interest include, but are not limited to, the following:

- For an employee or Board member to conduct business on behalf of RPS with their family member, domestic or romantic partner, co-resident, or a business organization in which

such person has a significant association or interest, which could give rise to an actual or potential conflict of interest. (See also RPS Relationships and Nepotism Policy).
- To serve in an advisory, consultative, technical, or managerial capacity for any entity that is not affiliated with RPS which does significant work with or performs similar functions as RPS.
- Using proprietary or confidential RPS information for personal gain or to RPS' detriment.
- Using RPS property or labor for personal use.
- Acquiring any interest in property or assets of any kind for the purpose of selling or leasing it to RPS.
- Committing RPS to give its financial or other support to any outside activity or organization.

An employee involved in any relationships or situations which would, or would appear to, constitute a conflict of interest should immediately and fully disclose the relevant circumstances to their supervisor and/or the Human Resources Department for a determination about whether a potential or actual conflict exists.

The supervisor or the Human Resources Department will summarize the employee-reported conflict that may constitute a conflict of interest and will immediately and fully disclose the relevant circumstances to the RPS General Counsel and/or the RPS Chief Executive Officer where appropriate.

If an actual or potential conflict is determined, Rocketship may take whatever corrective action appears appropriate according to the circumstances. Failure to adhere to this guideline, including failure to disclose any conflicts or to seek an exception, may result in discipline, up to and including termination.

This policy in no way prohibits employee affiliations or activities that are protected under applicable state and federal laws, including but not limited to any activity that is protected under Section 7 of the National Labor Relations Act. including the right to communicate with others concerning wages, hours, benefits, and other terms or conditions of employment; to self-organize, form, join or assist labor organizations; to bargain collectively through representatives of the employees' choosing; to engage in other concerted activities for the purpose of collective bargaining or other mutual aid or protection; or to refrain from engaging in such activities.

THE WORKPLACE

Employment Status Classifications

To determine eligibility for various benefits, Rocketship employees are classified as regular full-time, regular part-time, or temporary, and as exempt or non-exempt. You will be advised of your status at the time of hire and at any change in position or status.

Regular full-time employees are those hired on a full-time basis for an indefinite or unspecified duration that are regularly scheduled to work at least thirty (30) hours per week. Regular full-time employees are eligible for all RPS-sponsored employee benefits, subject to individual plan requirements for eligibility.

Regular part-time employees are those hired on a part-time basis for an indefinite or unspecified duration that are regularly scheduled to work less than thirty (30) hours per week. Regular part-time employees are not eligible to participate in RPS-sponsored benefits, other than those required by applicable law.

Temporary employees are those hired for either a special project, on an as-needed basis, for seasonal work, or any other kind of work with the understanding that such work will be completed within a specified period of time, usually not to exceed three (3) months. Temporary employees are generally not eligible for RPS-sponsored benefits, other than those required by applicable law. Temporary employees do not become regular employees as a result of the passage of time or by working in excess of the period originally expected or designated. An employee can change from temporary to regular status only if advised of such a change in writing by the Human Resources Department.

Staffing agency workers are those who are employed by a staffing agency but perform work for RPS. Staffing agency workers are not eligible for any RPS employee benefits, although the staffing agency may provide such individuals with benefits. The term "staffing agency" refers to any third-party company that a) employs a worker who performs work for RPS, and b) is responsible for paying the worker's wages. Independent Contractors also are not employees of RPS.

Employees hired at Rocketship will be classified as exempt or nonexempt, per the definitions provided by applicable federal and state law. Most exempt employees are paid on a salary basis, and their salary is compensation for all hours worked each week, rather than for a fixed number of hours per week. Exempt employees are exempt from minimum wage and overtime requirements in accordance with applicable laws. Nonexempt employees are those who are not exempt from minimum wage and overtime requirements in accordance with applicable federal, state or local laws. Non-exempt employees will be paid at least the applicable minimum wage per hour worked and will be paid overtime wages at 1.5 times their regular rate of pay for all hours worked over 40 in a work week, or as otherwise required under applicable law. Employees will be notified of classification as exempt or nonexempt at their time of hire, at the time their job duties or position changes, or otherwise as appropriate.

These classifications do not guarantee employment for any specified period of time. Accordingly, the right to terminate the employment relationship at-will at any time is retained by both the employee and RPS.

Meal and Rest Periods

It is the School's policy to comply with all laws regarding meal and rest periods. Please refer to the state law addendum for the state in which you work for state-specific meal and rest period requirements.

Unless otherwise provided by state law, all employees working at least five (5) hours are provided with a thirty (30) minute unpaid meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and RPS mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

Employees should take all meal periods provided under this policy. During meal periods, RPS will relieve employees of all duty and will not exercise control over employees' activities. Employees are free to spend their meal and rest period time as they choose and are free to leave the worksite. No supervisor or manager may impede or discourage employees from taking meal or rest periods provided under this policy.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees are required to document the start/end time of their meal periods, as well as certify they have taken their rest periods, on their time records each payroll period. Any employee who believes that they were not provided meal and rest periods that comply with this policy must immediately inform the Human Resources Department or another member of management.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affect the School's ability to implement its educational program, maintain adequate and minimum staffing requirements for student safety, and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone their supervisor as soon as possible but no later than one-half (1/2) hour before the start of the workday (unless it is impossible to do so, in which case the employee must call as soon as possible thereafter). Unless extenuating circumstances exist, if an employee is absent from work longer than one (1) day, they are expected to keep their supervisor sufficiently informed of the situation and advise their supervisor of each and every scheduled day on which they will not report to work, unless they are on an approved leave of absence.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including termination. Each situation of absenteeism, tardiness or early departure will be evaluated on a case-by-case basis. Even one unexcused absence or tardiness may be considered excessive, depending upon the circumstances.

Absent extraordinary circumstances, absence for three (3) consecutive days without notifying RPS will be considered recorded as a voluntary resignation from employment due to job abandonment.

Due to the need to be fully staffed at each school campus in service of our students, with the exception of cases involving illness, no more than three (3) staff members from the same school campus should be approved for PTO for the same school day(s) . Of those three (3) approved absences on the same day, no more than two (2) requests can be from staff members from the same grade level. We believe that more than 3 staff member absences on the same day negatively affects the school's ability to implement its educational program and disrupts consistency in students' learning. If a situation arises where more than 4 staff members request PTO, the requests beyond 3 will be denied, unless otherwise approved by the Principal and direct manager.

PTO requests in this circumstance will be approved in the order in which they were received in Workday.

Timecards/Records

By law, RPS is obligated to keep accurate records of the time worked by nonexempt employees. All nonexempt employees are required to utilize the School's timecard system on a daily basis.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The timecard indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, and in and out for lunch and for midday absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their timecards and remembering to record time worked. If an employee forgets to mark their timecard or makes an error on the timecard, the employee must contact their supervisor to make the correction and such correction must be initiated by both the employee and their supervisor. When employees receive their paychecks, they should verify immediately that their working time was recorded accurately and that they were paid correctly for all hours worked.

Nonexempt employees must report all time worked and not work any time that is not authorized by their supervisors. This means non-exempt employees must not start work early, finish work late, work during a meal or rest break, or perform any other extra or overtime work unless directed to do so.

Exempt employees are required to record their status or otherwise inform their supervisor or Human Resources whenever they are taking PTO or other paid leave available under RPS policies, or when they are absent and not performing work for a full day or more.

Employees who fail to accurately record their work hours as required under this policy will be paid for all hours worked, but may be subject to disciplinary action for repeated occurrences up to and including termination.

No one may record hours worked on another's timecard. Any employee who violates any aspect of this policy may be subject to disciplinary action up to and including possible termination.

It is a violation of the School's policy for anyone to instruct or encourage another employee to work "off the clock," to incorrectly report hours worked, or to alter another employee's time records. If any employee is directed or encouraged to incorrectly report hours worked, or to alter another employee's time records, they should report the incident immediately to the Human Resources Department.

Remote Work: (Applies to NeST staff and any other employees who have appropriate manager approval for hybrid or remote work.)

As our workforce continues to operate with some employees working at locations other than Rocketship Public Schools' campuses and offices, the following expectations for employees are being clarified to avoid issues that may cause disruption to the workday and/or during virtual meetings. The employee's previous job performance may be considered in determining whether the employee may be permitted to work remotely. The School reserves the right to withdraw approval for remote work if its use is being abused or for any other reasons as determined in the sole discretion of the School.

Note: If your role requires in-person attendance, you must obtain approval through the appropriate channel or leader before working remotely. If you have questions about the approval process, please contact your direct supervisor. Failure to obtain approval may result in disciplinary action, up to and including termination.

General Expectations

- Remote employees are expected to be available and communicative during scheduled work hours.
- Rocketship Public Schools work rules and other policies continue to apply to offsite work locations.
- Consumption of alcohol, illegal drugs or unlawful intoxicants during work hours is never acceptable.
- Employees should seek a quiet and distraction-free working space, to the extent possible.

- Employees are expected to maintain their workspace in a safe manner, free from safety hazards.

School Cancellation, Late Start, and Early Dismissal

Rocketship's School Cancellation, Late Start, and Early Dismissal Policy covers procedures for closing school due to weather conditions and other hazardous conditions; the procedure for notifying families of school closure; work requirements and compensation implications for salaried and hourly staff members during school closures; and implications of school closure on the Annual Calendar in each region. The portion of the policy addressing work requirements and compensation implications is excerpted below:

If school is closed for an entire day due to severe weather in the area, neither students nor staff will be expected to come to school unless otherwise notified by the Principal due to a critical need at the site. This includes all teachers, School Leaders, and support staff. Exempt staff members will be expected to work remotely during severe weather closures and will be compensated as usual. Nonexempt staff members who were already scheduled to work during a severe weather closure will be compensated as usual for their scheduled work hours. When practical, a nonexempt staff member's manager may assign them work to complete remotely. All staff members should check with their managers for details on where and how to complete their work during severe weather closures.

If school is closed for a reason other than severe weather (i.e., water damage at the school site), students will not be expected to come to school but staff may be asked to report to work, or to work remotely or at an alternative site. All school staff members should check with their manager for details on where and how to complete their work during non-severe weather closure. Exempt staff members will be compensated as usual, and nonexempt staff members will be compensated for their scheduled work hours or as otherwise required under applicable law.

If school remains open but an employee is unable to safely report to school due to extreme circumstances, the employee's manager has the discretion to approve an employee's request to work remotely or from another location under limited circumstances.

Staff Dress Code

Rocketship believes that employees serve as role models. They should therefore maintain professional standards of dress, grooming and personal hygiene. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress, grooming and personal hygiene.

Rocketship encourages employees, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. The dress at Rocketship is typically business attire and/or business casual. Accordingly, all staff shall adhere to the following standards of dress, grooming and personal hygiene:

1. Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in dresses or skirts that are no higher than three (3) inches above the knee. Rocketship staff generally may not wear the following: flip-flops, gym shoes, denim, jogging suits. Clothes should fit properly and not be too tight or too baggy.
2. Head coverings, including hats of any kind, except those worn for cultural, religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. Requests for an exception to this policy require prior approval and must be granted by the Human Resources Department.
3. Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are generally not permitted, except on designated casual dress days, customarily on Fridays. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
4. Skirts and dresses should be no higher than three (3) inches above the knee.
5. All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage. For example, midriffs should be covered and tops must have shoulder straps.
6. Clothing or jewelry with logos that depict and/or promote gangs, alcohol, tobacco, sex, violence, drugs, illegal activities, profanity, obscenity or otherwise violate the Policy Prohibiting Harassment, Discrimination or Retaliation are not permitted.
7. Appropriate shoes must be worn at all times. Appropriate shoes are defined as shoes that are closed toed, for safety, and shoes that you can easily stand in for prolonged amounts of time.

8. Employees should exercise good grooming and hygiene habits. Hair styles, facial hair, make-up and fingernails should reflect a clean and professional image. Facial hair should be trimmed and groomed, and nails should be cleaned.
9. Employees are asked to be sensitive to those in the workplace when it comes to fragrances and odors. Individuals may have allergies and sensitivities, therefore please be conservative as you apply fragrances and other body products and in your use of air fresheners, incense or other artificial scent products. This also includes odors left on your body, hair or clothing from smoking or use of tobacco products or off-duty use of lawful cannabis products. You may be asked to discontinue use of a product or use a milder scent or bathe or change into clothes that are not disruptive to the work environment.
10. Body odor, bad breath, and lingering cigarette or marijuana smoke may be offensive or trigger sensitivities for coworkers and do not reflect a professional image to our students and other visitors to the School. Employees should take the necessary precautions to prevent such odors with regular bathing and clothes washing (including outerwear and coats), use of deodorant, and good dental and personal hygiene.

Employees are required to observe these rules and to comply with a supervisor's directions concerning these rules. If an employee's poor hygiene or odor (whether from too much scented products or from smoking or other odors) is an issue, the supervisor should discuss the issue with the employee in private and identify the concerns to be corrected. In the event that an employee disagrees with a supervisor's direction regarding appropriate attire, grooming or hygiene under these rules, the employee is still required to obey the supervisor's direction, until such time that the disagreement is resolved by management or Human Resources.

Violation of these rules is subject to discipline, up to and including termination if the problem persists or if the clothing, grooming or personal hygiene concern is particularly inappropriate for the workplace.

Employees may consult their supervisor or the Human Resources Department if they have questions as to what constitutes appropriate attire, grooming or personal hygiene.

Religious, Medical and Disability Accommodations: Nothing in this policy is intended to prevent employees from wearing a hair or facial hair style that is consistent with their cultural, ethnic or racial heritage or identity. The School will reasonably accommodate exceptions to this personal appearance, grooming and hygiene policy if required due to an employee's sincerely held religious beliefs or practices, medical condition or disability. Employees who need such an accommodation should contact their supervisor or Human Resources. This policy will be interpreted to comply with applicable local, state or federal laws.

Staff Children at Work

To minimize workplace distraction and health/safety risks, staff members who have children who are not Rocketship students are generally prohibited from bringing their children to school campuses or other Rocketship facilities during the work day. However, Rocketship understands that there may be rare circumstances in which a staff member needs to bring their child(ren) to work.

Staff members may only bring a non-Rocketship child to work if the following conditions are met:

- The child accompanies the staff member on a very short-term basis (i.e., one or two days), not on a regular or ongoing schedule (i.e., every Tuesday, or for a two-week period).

- The child is not afflicted with a contagious illness or condition (i.e., child staying home from their own school with the flu or head lice).
- The child is school-aged.
- The staff member is able to fully perform all of their job duties.
- The staff member notifies the manager.
- The child is not causing distraction to Rocketship students or staff members.
- The staff member signs the Waiver for On-Site Employee Children, a written waiver of liability for any harm caused by or to the child while on the Rocketship premises during the workday.

If a staff member is not able to meet all of the above conditions, the Principal may, on a case-by-case basis, make an exception for that staff member's child to be at work, depending on the specific circumstances. The Principal must first obtain approval from their manager prior to making an exception to any of the above conditions.

Note that in certain cases, older children may be able to be on campus as a Rocketship volunteer. In those cases, the child must follow the requirements and procedures for becoming a Minor Volunteer as set forth in Rocketship's Volunteer Clearance Policy.

Employment of Family; Personal Relationships in the Workplace

There may be occasions when members of the same family or individuals in a romantic/sexual or platonic living relationship are concurrently employed by Rocketship. Rocketship has the right to refuse to hire or retain a person in a position in the same department, division or facility so as to avoid any potential conflict of interest. The Rocketship Human Resources Department shall have the authority and responsibility for determining if such a potential conflict exists. If RPS determines that such a problem exists, it will take appropriate steps to resolve the problem, which may include reassignment of one person (if feasible) or asking for the resignation of one of the persons. The School reserves the right to take whatever action is necessary in its discretion to address the matter.

RPS will not hire or retain individuals in familial, romantic/sexual, or platonic living relationships:

1. Where one would have the authority or practical power to supervise, appoint, remove, or discipline, or determine the compensation of the other.
2. Where one would be responsible for reviewing/evaluating the work of the other.
3. Where other circumstances exist, even if there is no professional supervisory responsibility, which would place the individuals in a situation of actual or reasonably foreseeable conflict between the employer's interest and their own or that would pose difficulties for supervision, security, safety, or morale.

Applicants who are denied employment to a particular position for one of the foregoing reasons may be considered for other vacant positions for which they may be qualified.

For purposes of these provisions, "supervisory employee" or "supervisor" means any employee, regardless of job description or title, having authority in the interest of the employer to hire, transfer, suspend, promote, discharge, assign, reward or discipline other employees using independent judgment.

An applicant for a position with Rocketship must disclose any relationship to the Human Resources Department and the position's Hiring Manager upon submitting an application. If two (2) or more employees have (or develop) a familial relationship as described above, it is the responsibility of both employees to promptly disclose this relationship to the Human Resources Department.

Employees who violate this policy, including the reporting requirement, will be subject to disciplinary action up to and including termination of employment.

Familial Relationships

Individuals who are related in the following manner are considered to have a familial relationship for the purposes of this policy: spouse, domestic partner, child or stepchild, parent or stepparent, grandparent or grandchild, brother or sister, uncle or aunt, cousins, nephew or niece, or in-laws including father, mother, daughter, son, brother or sister.

An applicant for a position with Rocketship must disclose this relationship to the Human Resources Department and the position's Hiring Manager upon submitting an application. If two (2) or more employees have (or develop) a familial relationship as described above, it is the responsibility of the employees to promptly disclose this relationship to the Human Resources Department.

Romantic and/or Sexual Relationships

This section of the policy addresses consensual romantic and/or sexual relationships between employees or involving employees and current parents.

Employees in romantic and/or sexual relationships are not permitted to be in the chain of supervision of one another. If such a relationship arises between a supervisor and an employee, the supervisor AND employee are required to disclose the relationship to the Human Resources Department so that a change in the responsibilities of the individuals involved or transfer of location within Rocketship can occur. Under no circumstance may the supervisor participate in activities or decisions that may reward or disadvantage the employee or employees with whom they are involved, including decisions related to hiring, performance appraisals, promotions, compensation, work assignments or discipline. Similarly, and to ensure Rocketship is able to effectively manage all employee interactions in the workplace, employees who enter into romantic and/or sexual relationships with co-workers who are not their supervisor are also required to disclose the relationship to the Human Resources Department and the supervisory employee's management.

Relationships between employees and parents of current students are potentially exploitative and should be avoided. They raise serious concerns about the validity of the consent, conflicts of interest, and unfair treatment or favoritism towards students. Employees must disclose any romantic and/or sexual relationships with parents of current students to the Human Resources Department and the supervisory employee's management in order to prevent any disruption to the educational environment potentially caused by the relationship.

Platonic Living Relationships

Where possible, employees in the chain of supervision of one another should not cohabitate. We recognize, however, that co-workers often engage in platonic living arrangements and that promotions into supervisory positions may occur with individuals in this arrangement.

If such a situation arises, it is the responsibility of all involved employees to disclose this situation to the Human Resources Department and the supervisory employee's management. Rocketship will work closely with the supervisor and supervisory employee's management to determine the appropriate action in this case. Under no circumstances may the supervisor participate in activities or decisions that may reward or disadvantage the employee or employees with whom they lives, including decisions related to hiring, performance appraisals, promotions, compensation, work assignments or discipline.

Failure to comply with this policy, including its disclosure obligations, will result in discipline, including immediate termination.

Rocketship Official Media Accounts

All public-facing accounts that represent Rocketship are managed and maintained by the RPS Marketing & Communications Department. Input and contributions from all Rocketship employees are encouraged. To ensure that Rocketship communicates with the media in a consistent, timely and professional manner about matters related to the School, employees should notify the RPS Marketing & Communications Department that they have been contacted by the media whenever they are asked to speak on behalf of the School so that the School knows that a media inquiry has been made. Do not respond to media inquiries on the School's behalf without authorization. This rule does not prevent employees from speaking with the media, but employees should not attempt to speak on behalf of the School unless they have specifically been authorized to do so.

Rocketship employees should not set up websites, blogs, or social media pages or identities that appear to officially represent Rocketship as an organization or any of its schools. Note that school campuses are only allowed to create and maintain school social media sites in accordance with Rocketship's School Social Media Policy.

When students enroll in Rocketship, their parents/guardian submits a signed media release that indicates whether or not they permit Rocketship to use photos of their children in official public materials. To help the Rocketship Marketing & Communications ensure that photographs used by Rocketship depict only students with signed, affirmative media releases, employees are asked to identify the students in photos they submit to the Marketing & Communications team for publication.

Social Media

Rocketship respects the rights of its employees to use social media and personal blogging sites during non-work hours. Rocketship also acknowledges the value of social media as a powerful tool to communicate about the organization and to advocate for the School's mission. With that in mind, Rocketship has adopted this social media policy to clarify the expectations and regulations employees should be aware of when using social media.

<u>Employee Behavior</u>

Rocketship employees should exercise discretion when using social media sites.

Expectations and regulations around employee behavior – including those covered in the RPS Employee Code of Conduct, RPS Policy Prohibiting Discrimination/Harassment/Retaliation, RPS Staff/Student Interaction policies, or any other School policy or procedure – apply also to an employee's online and social media behavior. In addition, employees should be mindful that their activities online can reflect negatively on the organization as a whole.

Specifically, RPS employees should all be aware of the following guidelines when using social media:

- Rocketship strongly encourages all employees to carefully review the privacy settings on their personal social media and networking sites. What is private in the digital world is often easily searchable and shareable, and has a real possibility of becoming public even without one's knowledge or consent.

    - If social media postings on behalf of RPS are part of your job, your use of social media is subject to the specific terms, conditions and restrictions established by RPS and by law, including respecting copyrights, trademarks and privacy rights of students and others, and complying with all laws and regulations governing the posting of social media content such as the Federal Trade Commission's requirements for posting "promotional content."

    - RPS owns all postings or other social media communication that you create as an approved part of your job, such as blogs, tweets, and LinkedIn posts, as well as all RPS social media accounts. Employees have no expectation of privacy when making social media postings on behalf of RPS or while using RPS' systems or accounts.

    - Employees may not participate in personal social media account postings during working hours or by using RPS' systems. This does not apply if social media postings on behalf of RPS are part of your job.

- When posting about Rocketship on personal social media sites, employees should make clear that they are not representing Rocketship. To do so, we request that employees include a phrase such as "views are my own and do not represent my employer" on their social media websites or blogs.

- Do not "friend," "follow," or otherwise create a digital relationship with a student. If a Rocketship elementary school student has an account on social media such as Facebook, Instagram or TikTok, they are most likely breaking the terms of service for that website, which generally prohibit accounts for minors under the age of 13.

- Do not post pictures/video of or identifiable information about a Rocketship student on a personal social media site unless (1) the student is related to you, or (2) you get explicit written permission from the child's parent/guardian to post this content. (Note: the RPS Media Release form does not cover posting images of students on RPS employees' personal social media accounts; separate written permission must be obtained for such usage.)

- Do not share disciplinary, academic, health-related, or any other confidential information about a student or other child on a social media website. (See also: RPS Pupil Records Notice, RPS Discipline Policy).

Any violations of this Social Media policy are subject to disciplinary action, including immediate termination.

Responsibility for School Equipment

RPS may issue employees certain equipment to assist in the performance of their job duties. Employees must keep this equipment accounted for, in working order/repair, and take all reasonable precautions to prevent loss or damage to such School equipment. Employees will be held financially responsible for the replacement cost of any item that is lost or damaged as a result of their gross negligence, willful misconduct, or dishonesty, or simply not returned, to the fullest extent permitted by applicable state law. Failure to comply with this policy may also result in disciplinary action, up to and including termination from employment.

Asset Replacement

Rocketship is not responsible and cannot be held liable for any property that is lost or stolen on school grounds. This policy applies to staff, students, families, and other visitors on campus or in School offices.

Technology and Cybersecurity Use Policy

Section One. Purpose

A. To better serve families and students and provide employees with the best tools to do their jobs, Rocketship provides to employees access to one or more forms of electronic media and services; including, without limitation, computers, email, internal electronic bulletin boards, and wireless broadband services for the Internet and/or an Intranet, related hardware and software, and all of the system's contents (the "Products").

B. Rocketship encourages the use of the Products because they can make communication more efficient and effective and because they are valuable sources of information about funders, vendors, technology, and education services. However, all Employees should remember that products provided by RPS are RPS property and their purpose is to facilitate and support RPS' business. All Products are subject to access and review by RPS at its discretion, and employees should have no expectation of privacy concerning their use of the Products. All employees have the responsibility to use the Products in a professional, ethical, and lawful manner.

C. To ensure that all employees act responsibly, this Technology and Cybersecurity Use Policy has been established to regulate use of the Products. The Policy is not intended to cover every possible situation. Instead, it is designed to express RPS' philosophy and set forth general principles when using the Products.

D. To establish clear guidelines and requirements for the secure use of mobile devices to access School data, systems, and networks. This policy aims to ensure the security and confidentiality of School information, safeguard School assets, and ensure compliance with relevant laws, regulations, and industry standards.

Section Two. Prohibited Communications

The Products must never be used for knowingly transmitting, retrieving, or storing any communication that is:

- Discriminatory or harassing
- Obscene, patently offensive, sexually explicit, or pornographic
- Defamatory or threatening
- In violation of any license governing the use of software
- Illegal or contrary to RPS' mission/policies

Section Three. Personal Use

The Products are primarily for business use to assist employees in the performance of their jobs. Limited and occasional, or incidental use of the Products for personal/nonbusiness purposes is understandable and acceptable, but all such use must be done in a manner that does not negatively affect the Products' use for their business purposes. However, employees are expected to demonstrate a sense of responsibility and not abuse this privilege.

Section Four. Access to Employee Communications

A. The following conditions should be noted:

   i. RPS may, at its sole discretion, monitor Employee communications directly for any lawful purpose and in accordance with applicable law, and will routinely do so for the following purposes
      a. Optimum technical management of RPS' information resources
      b. Detecting patterns of use that indicate employees are violating RPS policies or engaging in illegal activities.

B. Employees should not assume that any electronic communications made using the RPS Products are private. Accordingly, if they have sensitive personal information to transmit, they are advised to use other means.

C. RPS reserves the right to inspect any and all files, data, or information stored on the Rocketship network, electronic systems or on individual RPS-owned computers or other electronic storage media in order to ensure compliance with RPS policies and applicable law, for purposes of legal proceedings, to investigate misconduct, to locate information, or for any other business purpose.

D. Further, subject to applicable legal requirements, RPS has the right to inspect and provide any such files, data, or information to third parties and/or federal, state or local authorities for purposes of complying with any federal, state or local laws, and for purposes of responding to subpoenas and/or if legally required to do so by judicial or governmental order or in a judicial or governmental proceeding.

E. No employee may access another employee's computer, computer files, or electronic mail messages without prior authorization from the employee, the Chief Business Officer or legal counsel.

F. Employees should not use personal email accounts for Rocketship-related communications. Such communications should only take place via the employee's RPS email account.

Hardware and Software Requirements

- Device Compatibility: All devices must meet the minimum hardware and software requirements established by the School's IT department. These requirements include, but are not limited to, specifications for operating systems, memory, storage, and processing power.
- Operating Systems and Updates: All devices must run approved operating systems and have the latest security patches and updates installed. Users are responsible for installing updates promptly. Failure to do so may result in restricted access to School systems.
- Authorized Software: Only School-approved software may be installed on School-owned devices. No unauthorized software is permitted. BYOD users must ensure that their devices are free of malware and other security threats and must install School-approved security software as required.
- Single Sign On: The School utilizes OKTA SSO for both authentication and identity provisioning.
- Device Encryption: Full-disk encryption must be enabled on all devices to protect data in case of loss or theft. This includes, but is not limited to, School-owned and BYOD devices.
- Password Protection: Strong passwords or passphrases must be used to protect all devices and accounts from unauthorized access. Passwords must meet School complexity requirements and must be changed regularly. Biometric authentication may be used in conjunction with passwords where available, but does not replace the password requirement.
- Employees should contact the system administrator if they have any IT questions. Requests for assistance or questions should be sent to the IT ticketing system.

<u>Section Six. Security/Appropriate Use</u>

A. Employees must respect the confidentiality of other individuals' electronic communications. Except in cases in which explicit authorization has been granted by RPS management, employees are prohibited from engaging in, or attempting to engage in:

   a. Monitoring or intercepting the files or electronic communications of other employees or third parties;
   b. Hacking or obtaining access to systems or accounts they are not authorized to use;
   c. Use of other people's log-ins or passwords; or

d. Breaching, testing, or monitoring computer or network security measures.

B. No email or other electronic communications can be sent that attempt to hide the identity of the sender or represent the sender as someone else.

C. Electronic media and services are not to be used in a manner that is likely to cause network congestion or significantly hamper the ability of other people to access and use the system (e.g., downloading large video files).

Personal Business

RPS' facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail and deliveries directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Employees may not use School material, time or equipment for personal projects.

Solicitation and Distribution

RPS seeks to create a work environment free of unnecessary disruptions so that employees can focus on their responsibilities to students. As a result, RPS has developed reasonable rules which restrict (but do not prohibit) solicitation, collection, circulation of petitions and distribution by employees.

Employees may engage in solicitation on RPS premises only during their non-working time. Non-working time means time during meals or breaks, before or after work, or periods during which an employee legitimately is not performing services, for both the employee soliciting, collecting, circulating or distributing, as well as for the employee to whom the action is directed.

Employees may distribute or circulate non-RPS written materials only during non-working time and only in non-work areas. "Work areas" include all offices, classrooms and other student areas (gyms, lunchrooms, etc.), hallways, conference rooms or other areas where RPS business or student or School-sponsored activities are conducted. It does not include employee-only break rooms, employee-only parking areas, or other non-work areas. If an employee is not certain whether an area is a work or non-work area, they should consult their immediate supervisor for clarification.

Solicitation, circulation of petitions and distribution by non-employees are prohibited on RPS property at any time.

Any requests from outside persons or organizations to sell merchandise, solicit contributions, distribute literature, arrange displays or use RPS facilities should be referred to the Human Resources Department for enforcement of this policy.

Lactation Accommodation

For up to one year after the birth of an employee's child, RPS will provide the employee a reasonable amount of lactation break time each time the employee needs to express breast milk for their child. Employees needing breaks for lactation purposes may use ordinary paid rest breaks

or may take other reasonable break time when needed. If possible, the lactation break time should run concurrently with scheduled meal and rest breaks already provided to the employee.

If the lactation break time cannot run concurrently with meal and rest breaks already provided or additional time is needed for the employee, the lactation break time will be unpaid for non-exempt employees.

Employees will be relieved of all work-related duties during any unpaid break. Where unpaid breaks or additional time are required, employees should work with their supervisor or Human Resources regarding scheduling and reporting the extra break time.

Because exempt employees receive their full salary during weeks in which they work, all exempt employees who need lactation accommodation breaks do not need to report any extra break time as "unpaid."

For lactation breaks when an employee is working at a physical location of RPS, RPS will provide employees with the use of a room or a private area, other than a bathroom or toilet stall, that is shielded from view and free from intrusion from coworkers and the public. RPS will make a reasonable effort to identify a location within close proximity to the work area for the employee to express milk. This location may be the employee's private office, if applicable.

RPS will otherwise treat lactation as a pregnancy-related medical condition and address lactation-related needs in accordance with the PWFA and other applicable laws.

Employees should discuss with their supervisor and Human Resources regarding the location for storage of expressed milk. In addition, employees should contact their supervisor or Human Resources before their return to work following the birth of a child to identify the need for a lactation area.

Employees who believe they have not been provided lactation break time and the use of a room or private area in accordance with this policy and federal law should immediately notify their supervisor or Human Resources. RPS will not retaliate or discriminate against an employee because they file a complaint or institute any proceeding under or related to the federal Fair Labor Standards Act, testify in any such proceeding or serve on an industry committee.

For employees working in a jurisdiction that has an applicable state or local mandatory lactation accommodation law, RPS will comply with all legal requirements, including providing greater or different break time and space accommodations than those described in this policy.

Pronoun or Preferred Name Use

Employees have the right to be addressed by the name and pronoun that corresponds to the employee's gender identity upon request. It is the expectation that all RPS employees will be respectful and courteous to others' preferred pronoun or name use. The intentional or persistent refusal to respect another person's gender identity in the workplace (for example, intentionally referring to an employee by a name or pronoun that does not correspond to the employee's stated preference or gender identity) can constitute harassment and may be a violation of this policy. Violations of this policy will be subject to disciplinary action including termination. Employees

with questions about documenting a legal name change should contact Human Resources for further information.

Artificial Intelligence (AI) Acceptable Use Policy

While RPS recognizes the benefits of utilizing Artificial Intelligence (AI) and machine learning (ML) tools to assist with various work-related projects, we must prioritize and balance School, employee and student privacy, security and confidentiality obligations, as well as Student and family expectations and requirements and our responsibilities as professional educators to set an example for our students, when using such tools.

Because the degree of risk inherent in using AI/ML tools varies based on the type of work performed and the type of AI/ML tool used, RPS has adopted the following protocols to guide your use of such resources. To be clear, your use of such resources and the rules applicable to such use will depend on the specific situation and on the work being performed.

Limited use of generative AI/ML tools (such as generative AI products such as ChatGPT, GitHub, Copilot, Microsoft Copilot, Google Gemini, etc.) will be allowed while performing work for RPS with the pre-approval of [your manager/ identified leadership team member, school principal, etc.]. School email addresses, credentials or phone numbers can be used to create an account with these technologies, with the pre-approval of School and/or Regional Leadership. No RPS school data or confidential information, or student or employee personal information of any kind may be submitted (copied, typed, etc.) into these platforms.

Employees wishing to use generative AI/ML tools must inform their [manager/director/etc.] in writing] how the AI/ML tools will be used. Managers must approve or deny requests in writing prior to the employee's use of the AI/ML tool and may do so after consideration of RPS policies, legal requirements or other business or educational reasons.

All AI-generated content must be reviewed for accuracy before relying on it for work purposes. If a reliable source cannot be found to verify factual information generated by the AI/ML tool, that information cannot be used for work purposes.

A few examples of acceptable uses may include:

- For general-knowledge questions meant to enhance your understanding on a work-related topic.
- Use of prompts in the public domain or which do not include non-public information such as "articles about ___"
- To brainstorm ideas related to projects you are working on.
- To create formulas for Excel spreadsheets or similar programs.
- To develop or debug code, to be verified before deployment.
- To draft an email or letter.
- To summarize online research or to create outlines for content projects to assist in full coverage of a topic. Only content written by employees may be included in a final product.

Unacceptable uses include:

- Using any text created by an AI/ML tool in final work products of any kind.

- Copying and pasting, typing, or in any way submitting RPS or student or employee content, data or personal information of any kind into the AI/ML tool.
- Failing to properly cite an AI/ML tool when used as a resource.
- Using any AI/ML tool to record a conversation or meeting or create notes of a conversation or meeting. This rule applies whether the conversation or meeting is live in-person, on the phone, or online (Zoom, Google Meet, etc.). In order for such use to be acceptable, you must provide in advance, full disclosure of the intended recording/note-taking, and obtain full, advance, written consent to the use of the AI/MI tool from all participants in the conversation/meeting (such as via the Zoom "this meeting is recorded" sign-on acknowledgment feature).

If you have any uncertainty about whether certain information is appropriate to input into or for use of an AI/ML tool, you should default to not using such information in the prompt and to not using the AI/ML tool under the circumstances. Ask yourself: would everyone in the room consent to disclosure of this information? Would a student's parent or a competitor consider this information sensitive? Each employee is ultimately responsible for anything that they share or disclose from use of an AI/ML tool.

Any violation of this policy may result in disciplinary action, up to and including termination of employment.

SAFETY

Health and Safety

RPS is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Human Resources Department any potential health or safety hazards, and all injuries or accidents.

In the event of a crisis, pandemic or natural disaster significantly affecting the health and safety of staff and students, RPS will issue supplemental policies and guidelines that staff will be expected to follow to ensure a safe work environment.

Security Protocols

RPS has developed guidelines to help maintain a secure workplace.

- Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas.
- Report any suspicious persons or activities to the Principal immediately.
- Employee desks or offices should be secured at the end of the day. When an employee is called away from their work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible.
- The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should

immediately notify the Principal when keys are missing or if security access codes or passes have been breached.

Identification Badge Requirements

All RPS Network Support employees must wear their Rocketship identification badge when visiting School campuses within the organization.

If an identification badge is lost or stolen, employees must obtain a replacement immediately. Lost or stolen cards must be reported to the Human Resources Department immediately. Failure to wear an identification badge or excessive loss or damage to identification badges can lead to disciplinary action.

Upon termination, employees will be required to return identification badges to the Human Resources Department.

Campus Access Restrictions

All visitors, including those invited by employees, are required to enter any school facility through the main entrance and sign in or report to the main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on RPS premises should immediately direct them to the building office or contact the administrator in charge.

Employees who have been involuntarily terminated are prohibited from accessing any area of any RPS campus. Any former employee who is also a parent of a current RPS student shall have their access limited consistent with access afforded to other parents and visitors. Violations of this policy, including causing disruption on any RPS campus, shall be reported to law enforcement as applicable.

Occupational Safety

RPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management. To promote the concept of a safe workplace, RPS maintains Violence, Injury and Illness Prevention Programs.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. RPS' management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including termination.

Accident/Incident Reporting

If an accident or injury should occur on the job, employees must immediately notify their manager or the Human Resources Department no matter how minor the incident may seem. Any manager who receives such notice shall immediately notify the Human Resources Department. Such notification will enable RPS to obtain the necessary emergency medical attention for the injured employee and also assist RPS to begin processing paperwork necessary to comply with workers' compensation laws and preserve any right an employee may have to workers' compensation benefits. Also, if any RPS property (e.g., equipment) are involved in the incident, employees must include them in their report and hold them for inspection. Failure to immediately report workplace injuries and/or accidents may result in disciplinary action, up to and including termination.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

Substance Abuse

Rocketship is committed to promoting safety and employee health in the workplace and to creating a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees can adversely affect the workplace health, safety, and productivity and can damage public confidence and trust in the School.

To further its interest in avoiding accidents, to promote and maintain safe and efficient working conditions for its employees, and to protect its business, property, equipment, and operations, RPS has established this policy concerning the use of alcohol and drugs. As a condition of continued employment with RPS, each employee must abide by this policy.

<u>Definitions</u>

For purposes of this policy:

1) "Illegal drugs or other controlled substances" mean any drug or substance that (a) is not legally obtainable; (b) is legally obtainable but has not been legally obtained; or (c) has been legally obtained but is being sold or distributed unlawfully.
2) "Legal drug" means any drug, including any prescription drug or over-the-counter drug, that has been legally obtained and that is not unlawfully sold or distributed.
3) "Abuse of any legal drug" means the use of any legal drug (a) for any purpose other than the purpose for which it was prescribed or manufactured; (b) in a quantity, frequency, or manner that is contrary to the instructions or recommendations of the prescribing physician or manufacturer; or (c) by a person other than the person for whom it was prescribed.
4) "Possession" means that an employee has the substance on their person or otherwise under their control.
5) "Reasonable suspicion" includes a suspicion that is based on specific personal observations such as an employee's manner, disposition, muscular movement, appearance, behavior, speech or breathe odor; information provided to management by an employee, by law

enforcement officials, by a security service, or by other persons believed to be reliable; or a suspicion that is based on other surrounding circumstances.

Prohibited Conduct

The prohibitions of this section apply whenever the interests of RPS may be adversely affected, including any time an employee is:

1) On RPS premises, except in accordance with RPS' Alcohol on Campus Policy
2) Conducting or performing RPS business, regardless of location
3) Operating or responsible for the operation, custody, or care of RPS equipment or other property
4) Responsible for the safety of others in connection with, or while performing, RPS-related business.

Alcohol: The following acts are prohibited and will subject an employee to discipline, up to and including immediate discharge:

1) The unauthorized use, possession, purchase, sale, manufacture, distribution, transportation, or dispensation of any beverage or medicine containing alcohol
2) Being under the influence of alcohol while engaged in work for the School or on RPS premises.

Illegal Drugs: The following acts are prohibited and will subject an employee to discipline, up to and including immediate discharge:

1) The use, possession, purchase, attempted purchase, sale, attempted sale, conveyance, manufacture, distribution, transportation, transfer, cultivation or dispensation of any illegal drug or other controlled substance, including marijuana.
2) Being under the influence of any illegal drug or other controlled substance, including marijuana.

Prescription Drugs: This policy prohibits:

1) Not following the dosing directions of a legal drug.
2) The use, purchase, sale, manufacture, distribution, transportation, dispensation, or possession of any legal prescription drug in a manner inconsistent with law.
3) Working while impaired by the use of a legal drug whenever such impairment might endanger the safety of the employee or some other person, pose a risk of significant damage to RPS property or equipment; or substantially interfere with the employee's job performance or the efficient operation of the RPS' business or equipment.

Nothing in this policy is intended to prohibit the customary and ordinary purchase, sale, use, possession, or dispensation of over-the-counter drugs or other substances (including but not limited to household or workplace substances that may be used for "huffing" or as inhalants), so long as those drugs or other substances are used in accordance with the dosing instructions and that activity does not violate any law or result in an employee being impaired by the use of such drugs or substances in violation of this policy.

Drug Free Awareness Program

RPS has established a Drug-Free Awareness Program that is designed to inform employees about the dangers of drug abuse in the workplace and to help ensure that employees are familiar with this policy and with the disciplinary actions that can result from a violation of this policy. From time to time, employees will be requested to attend one of the sessions of the Drug-Free Awareness Program. During each such session, employees will be given current information about available programs offering counseling and rehabilitation.

Managers and supervisors should be attentive to the performance and conduct of those who work with them and should not permit an employee to work in an impaired condition or to otherwise engage in conduct that violates this policy. When management has reasonable suspicion to believe that an employee or employees are working in violation of this policy, prompt action will be taken.

Drug Testing

1) Reasonable Suspicion Testing: If RPS has reasonable suspicion that the employee is working in an impaired condition or otherwise engaging in conduct that violates this policy, the employee will be asked about any observed behavior and offered an opportunity to give a reasonable explanation. If the employee is unable to credibly or adequately explain the behavior, they will be asked to take a drug test in accordance with the procedures outlined below or as otherwise required under applicable law. If the employee refuses to cooperate with the administration of the drug test, the refusal will be handled in the same manner as a positive test result where permissible under applicable law.

2) Post-Accident Testing: To the extent permissible under applicable law, any employee involved in an on-the-job accident or injury under circumstances that suggest possible use or influence of drugs or alcohol in the accident or injury event may be required to submit to a drug and/or alcohol test. This includes not only the employee who was or could have been injured, but also any employee who potentially contributed to the accident or injury event in any way.

3) Procedures for Drug Testing: RPR will refer the applicant or employee to an independent, National Institute on Drug Abuse (NIDA)-certified medical clinic or laboratory, which will administer the test. RPS will pay the cost of the test and reasonable transportation costs to the testing facility. The employee will have the opportunity to alert the clinic or laboratory personnel (including a medical review officer) to any prescription or non-prescription drugs that they have taken that may affect the outcome of the test. All drug testing will be performed by urinalysis and according to all applicable laws. The clinic or laboratory will inform RPS as to whether the applicant passed or failed the drug test. If an employee fails the test, they will be considered to be in violation of this policy and will be subject to discipline including immediate termination to the extent permitted by applicable laws.

4) Acknowledgment and Consent: Any employee subject to testing under this policy will be asked to sign a form acknowledging the procedures governing testing, and consenting to (1) the collection of a urine sample for the purpose of determining the presence of alcohol or drugs, and (2) the release to RPS of medical information regarding the test results. Refusal to sign the agreement and consent form, refusal to submit to the drug test or providing a sample that is deemed by the testing clinic to be substituted, tampered with or adulterated, will result in the revocation of an applicant's job offer, or will subject an

employee to discipline up to and including termination where permissible under applicable law.

5) Confidentiality: All drug testing-records will be treated as confidential.

6) Cooperation: Employees are expected to cooperate with RPS' investigation of possible violations of this policy. To the extent permissible under applicable law, refusal to cooperate with an investigation under this policy will result in disciplinary action, up to and including termination.

7) Inspections: RPS reserves the right to inspect and/or search an employee and the employee's possessions while on School premises, if there is a reason to believe that Illegal Drugs or Alcohol may be present. This includes an employee's work area, desk, locker, personal possessions and vehicle, and any items contained therein.

Any violation of this policy may result in disciplinary action, up to and including immediate termination (or not being hired, in the case of applicants). To the extent that an individual engages in unlawful conduct on RPS premises, RPS may contact appropriate law enforcement and the person may be subject to criminal prosecution.

Alcohol on Campus

Rocketship strictly prohibits alcohol on school campuses at all times during the instructional school year. This includes times when students are not on campus (i.e., evenings, weekends, or holidays). Alcohol is not to be stored in staff rooms on campus at any time.

However, Rocketship recognizes that schools may encounter rare situations in which it would be appropriate to consume limited amounts of alcohol on campus as part of a social event (i.e., meet-and-greets with community partners).

Alcohol may be permitted on campus in very limited circumstances outside of the instructional school year (i.e., during summer break or before a new campus opens to students), provided that the following circumstances are met:

- Both the Principal and the Human Resources Department provide advance written approval of the event and the list of attendees.
- All alcohol is removed from the campus following the event.
- All staff members act responsibly and professionally and abide by all applicable school and network conduct policies and rules.

If an employee wishes to give another employee alcohol as a gift (i.e., before the holidays or a birthday) during the instructional school year, the exchange must take place off-campus.

Additionally, all Rocketship employees must abide by Rocketship's Substance Abuse Policy.

The Human Resources Department must be promptly notified of any violations of this policy. Rocketship reserves the right to prohibit any School campus from consuming alcohol under any circumstances if the campus is found to have violated this policy or otherwise engaged in conduct that would be deemed inappropriate by a reasonable person in light of the circumstances.

Smoke Free Environment

Rocketship's offices and schools are smoke-free environments. Smoking, including e-cigarettes and vapor products, is not allowed anywhere on a school campus. It is the responsibility of each staff member to adhere to this rule, and to inform all guests of the School's non-smoking policy.

OSHA Compliance

Rocketship operates in compliance with all laws and regulations promulgated by the federal Occupational Safety and Health Administration (OSHA), as well as those enacted by any pertinent state OSHA.

First Aid and CPR Certification

Rocketship recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, Rocketship has taken the following steps to support student safety.

First Aid Kits

Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

CPR

All Principals are to be certified in adult and pediatric CPR and First Aid and recertified prior to expiration of certificates. These records will be kept at the school site.

Opportunities for adult and pediatric CPR and First Aid training will be offered to all teachers and teachers will be strongly encouraged to become certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. School sites may also offer training to all support staff and volunteers.

Weapons and Firearms

Rocketship prohibits any weapons, imitation firearms, and/or dangerous objects of any kind in school buildings, on school grounds, school vans, vehicles, buses, at off-campus school-related and/or school sponsored activities, and/or on any property leased and/or owned by Rocketship. Any weapon identified and/or found by the Principal or their designee will be immediately reported and turned over to the appropriate authorities. In the case of a firearm, it is irrelevant that the person has a license or permit or that the firearm has no ammunition in it.

The only exception to this policy is for law enforcement and official school security personnel actively carrying out policing duties on campus and as required by applicable state or local law.

Investigations/Searches

Rocketship reserves the right to conduct investigations, including searches for any lawful purpose, such as monitoring, compliance with rules concerning the safety of employees, security of RPS and individual property, drugs and alcohol, and possession of other prohibited items. RPS also reserves the right to conduct a routine inspection or search at any time without notice for RPS property on RPS premises. “RPS premises” includes all premises and locations owned or leased by RPS or under the control of RPS, including parking lots, lockers, and storage areas, as well as the items contained therein. Routine searches or inspections for RPS property may include an employee's office, desk, file cabinet, closet, computer files, voice mail, electronic mail, or similar places where employees may store RPS property or RPS-related information, whether or not the places are locked or protected by access codes and/or passwords. Employees do not have a reasonable expectation of privacy with respect to their access and use of any RPS-owned property. Because even a routine search for RPS property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to RPS. Employees are required to cooperate with such investigations.

Any employee’s consent to an interview and/or search is required as a condition of continued employment, and refusal to consent will result in discipline, up to and including termination.

All employees of RPS are subject to this policy. If any employee refuses to submit to a search request from RPS, their supervisor, superintendent, or a designee has the authority to contact law enforcement.

Violence in the Workplace

RPS is committed to providing a safe, violence-free workplace. In this regard, RPS strictly prohibits employees, consultants, students, visitors, or anyone else on RPS premises or engaging in an RPS-related activity from behaving in a violent or threatening manner. Moreover, RPS seeks to prevent workplace violence before it begins and reserves the right to address certain behaviors, even in the absence of violent behavior. RPS believes that prevention of workplace violence begins with recognition and awareness of potential early warning signs and has established procedures within the Human Resources Department for responding to any situation that presents the possibility of violence.

<u>Workplace Violence Defined</u>

Workplace violence is any intentional conduct that is sufficiently severe, abusive or intimidating to cause an individual to reasonably fear for their own personal safety or the safety of their family, friends and/or property such that employment conditions are altered or a hostile, abusive or intimidating work environment is created for one or more employees.

Workplace violence does not refer to work environment arguments or debates that are zealous or impassioned, provided there is no resort to any form of coercion. Discussions about sporting activities, popular entertainment or current events are not considered work-related violence when there is no threat of violence being directed to the work environment or any individual connected with it. Rather, workplace violence refers to behavior that demonstrates an intention to engage in violence, condones violence in our work environment, or targets any individual with acts or threats of violence.

This policy in no way prohibits employees from engaging in activities that are protected under applicable state and federal laws, including but not limited to any activity that is protected under Section 7 of the National Labor Relations Act, which includes the right of employees to speak with others, engage in debates and protest about their terms and conditions of employment.

Reporting

If any employee observes or becomes aware of any of the above-listed actions or behavior by an employee, consultant, student, visitor, or anyone else, they should notify the Human Resources Department immediately.

Further, employees should notify the Human Resources Department if any restraining order is in effect, or if a potentially violent non-work-related situation exists that could result in violence in the workplace.

Investigation

All reports of workplace violence will be taken seriously and will be investigated promptly and thoroughly. All employees are required to cooperate with such investigations. In appropriate circumstances, RPS will inform the reporting individual of the results of the investigation. To the extent possible, RPS will maintain the confidentiality of the reporting employee and of the investigation. RPS may, however, need to disclose results in appropriate circumstances, for example, in order to protect individual safety. RPS will not tolerate retaliation against any employee who reports workplace violence.

Corrective Action and Discipline

If RPS determines that workplace violence has occurred, RPS will take appropriate corrective action and will impose discipline on offending employees. The appropriate discipline will depend on the particular facts but may include written or oral warnings, probation, re-assignment of responsibilities, suspension, or termination. If the violent behavior is that of a non-employee, RPS will take appropriate action in an attempt to ensure that such behavior is not repeated.

Criminal Charge or Conviction

Employees must notify Rocketship if they are charged or convicted of any criminal offense within five days of the charge or conviction. Conditions that preclude working at the School include conviction of a sexual offense or felony. Misdemeanor convictions will be reviewed on a case by case basis.

Violation of this policy may result in disciplinary action up to and including immediate termination and possible referral to law enforcement for criminal prosecution.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State or Local Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. State or Local Income Tax Withholding: The same factors which apply to federal withholdings apply to state or local withholdings.

3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

4. State Disability Insurance (SDI): Certain states maintain funds which may be used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs in accordance with applicable law. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, with remaining amounts withheld from a final check, or any other options as may be permitted by applicable state law. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, they should ask the Human Resources Department to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Human Resources Department. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Human Resources Department and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis in compliance with federal and applicable state wage payment laws and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. RPS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by a

supervisor. RPS provides compensation for all overtime hours worked by nonexempt employees in accordance with applicable law as follows:

State	Policy
California	Employment beyond eight (8) hours in any workday or more than six (6) days in any workweek must be compensated as overtime at not less than both of the following: ● One and one-half (1½) times the employee's regular rate of pay for all hours worked in excess of eight (8) hours up to and including twelve (12) hours in any workday, and for the first eight (8) hours worked on the seventh consecutive day of work in a workweek provided the employee has worked on all of the preceding six (6) days in the same workweek. ● Double the employee's regular rate of pay for all hours worked in excess of twelve (12) hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek. ● Employment beyond forty (40) hours in any workweek will be compensated at not less than one and one-half (1½) times the employee's regular rate of pay.
Tennessee Texas Wisconsin Washington, DC	● Employment beyond forty (40) hours in any workweek must be compensated at not less than one and one-half (1½) times the employee's regular rate of pay.

For purposes of calculating overtime for nonexempt employees, the workweek is defined as starting at 12:00 a.m. on Sunday and ends at 11:59 p.m. the following Saturday. The workday is defined as the twenty-four (24) hour consecutive period beginning at 12:00 a.m. each day and ending twenty-four (24) hours later at 11:59 p.m.

Only those hours that are actually worked are added together to determine an employee's overtime pay. Compensated holidays, PTO, and sick leave for example, are not hours worked and, therefore, are not counted in making overtime calculations.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to exempt employees.

Paydays

Employees generally will be paid on the 15th and last day of each month. Any exceptions will be included in the state law addendum applicable to the employee's work location. Employees may elect to have their paychecks deposited directly into their own bank account, or sent to them by mail. Employees may view their paychecks online via Automatic Data Processing (ADP). When employees receive their paychecks, they should verify immediately that their working time was recorded accurately and that they were paid correctly for all hours worked.

The employee is responsible for ensuring that the Human Resources Department has their most

up-to-date address on file. RPS does not provide paycheck advances to employees.

Expense Reimbursement

All employees are eligible for expense reimbursement, provided that the expenses are consistent with this policy, documented with receipts, approved by their manager and represent a reasonable and appropriate use of Rocketship funds.

Expenses must also be in compliance with IRS, state, and/or granting/funding agency regulations.

This policy applies ONLY to employees and may differ from those expenses that consultants may charge Rocketship. In the case of consultants, expense reimbursement will be dictated by the consulting agreement. Expense reimbursement for job candidates is governed by the Interview Day Expense Reimbursement Guidelines policy.

Please refer to the full Employee Travel and Expense Reimbursement policy guidelines related to specific expenses. This list is not all-inclusive and is provided for guidance only. If employees have any questions about specific expenses, please contact the RPS Finance Department. For information on personal cell phone reimbursement, please consult the RPS Cell Phone Reimbursement Policy.

Wage and Hour Complaint Procedure and Safe Harbor

Rocketship makes every effort to ensure employees are paid correctly. Occasionally, however, inadvertent mistakes can happen. When mistakes do happen and are called to the School's attention, any necessary corrections will be promptly made. Employees should review pay stubs each pay period to make sure the pay stubs are correct. If an employee believes a mistake has occurred (including any improper deductions, under-reported hours of work, or other errors) or has questions, please speak with your direct supervisor and submit a payroll JIRA ticket immediately. Any reported concerns will be investigated and if merited, will be corrected as soon as possible.

Subject only to those deductions specifically authorized by the FLSA, most exempt employees will receive a predetermined salary each work week, without regard to the number of hours or days worked or variations in the quantity or quality of their work. It is RPS policy to comply with the salary basis requirements of the Fair Labor Standards Act (FLSA) and applicable state law. The School prohibits any deductions from pay that violate the FLSA or applicable state law.. Any exempt employee who believes that RPS has made an improper deduction or has paid you less than your full salary for any work in which you performed work (except under the limited circumstances permitted under the FLSA) should report the concern to the Human Resources Department immediately for investigation. Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, the employee will be promptly reimbursed for any improper deduction made.

If you are a supervisor, manager or other leadership team member, and any employee raises concerns with you about their pay, you must report this to Human Resources. You may not keep the concern confidential or resolve the concern on your own.

RPS will not engage in or tolerate retaliation of any kind against any employee for raising a wage payment concern. If you believe there has been a violation of this policy, contact the Human Resources Department immediately.

Pay Transparency Nondiscrimination Policy

RPS will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or (c) consistent with RPS' legal duty to furnish information.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as wage garnishments, assignments, levies, wage deduction orders or judgments that require the School, by law, to respond to requests for wage information or to withhold part of an employee's earnings in their favor.

Employee Benefits

This policy applies to all Rocketship schools. This policy was written in compliance with relevant state and authorizer requirements in those regions.

RPS offers a package of employee benefit programs for its employees. These plans are specifically defined in legal documents, including insurance contracts and official plan documents that are available for review upon request to the Human Resources Department. You will also receive a Summary Plan Description which is a general summary of the eligibility requirements and other terms, conditions and restrictions as set forth in the plan documents for each benefit plan. To the extent that there are any conflicts between the summaries contained in this Handbook or elsewhere and the official plan documents, the provisions of the official plan documents will control. RPS reserves the right to modify or discontinue any of its employee benefits or plans on a prospective basis at any time without further notice. You ordinarily will be notified of any changes in benefits that may affect you.

Benefits enrollment for all new Rocketship employees will be available within the first thirty (30) days of employment and will be facilitated by the Human Resources Department.

If an employee fails to enroll within the first thirty (30) days of employment, they will not be able to receive benefits unless there has been a qualifying life event or change in status or it is an open enrollment period. Examples of a qualifying life event include birth/adoption of a child, marriage, divorce, or death of an enrolled family member.

When coverage under the School's medical and/or dental group insurance plans ends, eligible employees or their dependents may be able to elect to continue coverage for up to eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended, pursuant to the federal law known as COBRA. Once elected, to continue coverage, an employee must pay the full cost of coverage - the employee contribution and the School's previous contribution plus a possible administrative charge.

RPS will notify employees or their dependents if their elected health insurance coverage ends due to termination or a reduction in work hours and will provide information regarding COBRA continuation rights, if any. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. RPS will then notify the employee or their dependents of the employee's rights.

Health coverage continuation generally must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

Employees who become eligible for COBRA continuation due to a qualifying event by RPS will be provided information about their COBRA continuation rights and obligations.

PERSONNEL EVALUATION AND RECORD KEEPING

Performance Evaluation

Rocketship believes that it is important for all employees to receive feedback on their work so that they may perform their job duties to the best of their abilities. Consistent with this belief, all Rocketship intends that employees will typically receive an evaluation of their job performance at least annually. Performance evaluations will take into account the employee's overall performance in relation to the employee's job responsibilities in addition to the conduct and demeanor of the employee. Please keep in mind that a positive performance evaluation does not guarantee a salary increase or a promotion. Any failure by Rocketship to evaluate an employee shall in no way alter/impair the at-will nature of employment.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Human Resources Department advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, in accordance with applicable law, generally in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by applicable law. Employees may add comments to any disputed item in the file. RPS will restrict disclosure of

personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Human Resources Department. Only the Human Resources Department or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Rocketship will comply with all State regulations regarding access to and contents of an employee's personnel file.

BREAKS/HOLIDAYS, PTO AND LEAVES

School Breaks/Holidays

There are three (3) established school breaks and a variety of regional and Federal holidays during the year in which Full Time employees may receive pay, if eligible as specified below.

School breaks and paid holidays are not considered Paid Time Off (PTO) and are not paid out upon termination of employment. These breaks are scheduled in accordance with the academic calendar and are not accrued or taken at the employee's discretion. Exempt employees who elect or are required to perform work during school breaks or holidays will not receive additional compensation, but may receive PTO at the discretion of the Human Resources Department.

In accordance with applicable state laws, including California, any unused, accrued PTO will be paid out upon termination where required by law.

Please refer to the current Annual Calendar for the most updated list of holidays approved for the current school year for your region.

The school breaks outlined below are subject to change at any time upon notice.

A. Winter Break is a limited period (the approximate length of which is shown below) during the winter when Rocketship schools are not in session. All eligible employees receive pay for the Winter Break period although the days designated as Winter Break, and for which pay is received, are different depending on staff classification.

B. Spring Break is a one (1) week period in which Rocketship schools are not in session. Only School Instructional/Non-Instructional Staff and School Administrative Staff receive pay during the Spring Break period.

C. Summer Break is a limited period during the summer when Rocketship schools are not in session. Only Exempt School Instructional Staff (during the last week of June and the month of July) and School Administrative Staff (during the first 2 weeks of July) receive pay for the Summer Break period.

D. Federal Holidays: Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving,

<u>Religious Holidays/Observances</u>

RPS will reasonably accommodate an employee's need for time off due to known religious holidays or observances consistent with applicable law. Such accommodations will be made in a way as to not cause undue hardship to the School. Requests for accommodations must be made to the employee's supervisor and the Human Resources Department with at least two (2) weeks' notice. RPS shall determine whether it can reasonably accommodate the request given work demands and the employee's job duties at the time of the need for time off. If additional time is granted, it will be unpaid time unless an employee elects to utilize PTO.

Paid Time Off (PTO)

Eligible employees, as defined below, accrue PTO per pay period and are required to use this time to be paid for not attending work for any purpose including rest, relaxation, illness/sickness, any other personal necessity reason, or any reason covered under an applicable mandatory paid sick leave or mandatory paid time off law. Exempt employees must use PTO time off in at least two (2) hour increments unless smaller increments are permitted under applicable law. Nonexempt employees may use PTO time off in partial days as measured by hours taken. Employees may not "borrow" against time that has not yet been accrued.

A. Eligibility - Each regular, full-time employee begins earning/accruing PTO beginning on date of hire. Employees that are regularly scheduled to work a minimum of thirty (30) hours per week accrue PTO on a pro rata basis, based on the number of hours they are scheduled to work, (e.g., an employee scheduled to work 30 hours per week, at a 75% full-time basis, would earn 75% of the full-time accrual). Temporary employees, and part-time employees who are regularly scheduled to work less than thirty (30) hours per week do not accrue PTO.
B. Approval Process - PTO must be submitted through the employee's Workday portal and approved by the employee's direct manager.
C. Once an employee's PTO accrual balance runs out, absences will be deemed unexcused and will be subject to the attendance policy.
D. Termination of Employment - Upon termination of employment for any reason, all accrued but unused PTO will be paid out.
F. Policy Changes - This policy may be changed at any time upon notice.

<u>PTO for School Instructional/Non-Instructional Staff</u>

The following policies apply to PTO-eligible School Instructional/Non-Instructional Staff members only.

A. Roles - Teacher, Tutor, Enrichment Center Coordinator, Lead Server, Support Staff, and School- based ISE/SPED Staff, and School Leaders
B. PTO Accrual - Regular, full-time employees will accrue ten (10) days of PTO per year (which begins July 1) at a minimum rate of 3.34 hours per semi-monthly pay period, depending on years of service. Note: Nonexempt employees do not accrue PTO during Summer Break.
C. Maximum PTO Accrual - An employee may not have a balance of more than fifteen (15) days (or 120 hours). Once this maximum is reached, the PTO accrual will stop, and will recommence once the balance drops below maximum.
D. End of School Year PTO Balance - Any remaining accrued but unused PTO balance remaining on June 30 of each year will be paid out, as taxable compensation at the

employee's then-current hourly rate, no later than one (1) month following the end of the school year. This annual payout ensures that employees are fully compensated for earned PTO and is not considered a forfeiture of earned wages. PTO balances will reset following the payout, and employees will begin accruing PTO again in the new academic year, subject to applicable accrual limits and state law.

PTO for Network Support Staff

The following policies apply to PTO-eligible Network Support Staff members only, including both national and regional network staff.

A. PTO Accrual - Regular, full-time employees will accrue PTO at a rate based on their years of employment with Rocketship as shown below.

Calendar Year of Service	Annual Rate of Accrual
Date of hire through third year of employment	15 days (120 hours) per year, accrued at a rate of 5 hours per semi-monthly pay period.
After the third year of employment through the seventh year of employment	20 days (160 hours) per year, accrued at a rate of 6.67 hours per semi-monthly pay period
After the seventh year of employment	25 days (200 hours) per year, accrued at a rate of 8.33 hours per semi-monthly pay period

*When moving to the next tier of PTO accrual, the new accrual rate will take effect in the pay period following the 3-year anniversary date and 7-year anniversary date, respectively.

B. Maximum PTO Accrued - An employee may not have a balance of more than 1.5 times the then-current annual rate of accrual (for example, an employee with 5 full years of service may accrue a balance of up to 30 days of PTO (20 days per year times 1.5). Once this maximum is reached, the PTO accrual will stop, and will recommence in the next pay period after the balance drops below maximum.

C. End of Year PTO Balance - Employee's end of year PTO balance will be carried over to the following school year.

Black-Out Days

The regional instructional calendar designates certain days as "black-out" days. These include, but are not limited to, instructional days before or after a long weekend or holiday break, as well as key events such as Family Conferences, Data Days, Testing, and PD days. PTO requests for black-out days will be denied unless for reasons permitted under a mandatory paid sick leave or mandatory paid time off law or there is an extenuating circumstance, in which case approval will be at the Principal's discretion.

Regional RPS Scheduled Holidays

Please refer to the current Annual Calendar for the most updated version of holidays approved for the current school year.

Discretionary Leave of Absence

Rocketship recognizes that special situations may arise where an employee must leave their job temporarily. At its discretion, Rocketship may grant employees personal (or discretionary) leaves of absence upon request. Any personal (or discretionary) leaves of absence must be approved in advance by the Rocketship Director of Human Resources and the employee's manager. The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period. At the end of the leave period, the employee may be reinstated to their original or equivalent position with equivalent pay, seniority and benefits, if practicable and/or to the extent required under applicable law. However, RPS cannot guarantee job reinstatement. If an employee does not return from leave as planned, the employee may be terminated.

An employee must use all PTO available to them at the time their leave begins. Once PTO is exhausted, any remaining days of leave will be unpaid. This policy describes general unpaid leave and does not apply to FMLA/new parent or other forms of leave which are discussed in separate policies.

Eligibility

Only exempt employees are eligible for personal leave. In general, an employee must have worked at Rocketship for twelve (12) months or longer to be considered for personal leave, except in special circumstances.

Requesting and Taking Personal Leave

An employee must submit a request for personal leave no less than two (2) weeks before the intended start of the personal leave period. The employee must submit this request to their supervisor. The employee's supervisor and the Human Resources Department must approve the request for personal leave. The Human Resources Department has the right to ask the employee for supporting documentation before granting an employee a leave of absence. If the employee does not provide this supporting documentation by the established deadline, the employee's request for personal leave may be denied.

Ordinarily, personal leave shall not exceed thirty (30) calendar days in a rolling twelve (12) month period. When an employee goes on personal leave under this policy, there is no guarantee of reinstatement to the same position.

If the employee is currently covered under an RPS plan, health benefits coverage may remain in force during a personal leave of absence, provided the employee pays the appropriate premiums. If an employee fails to return from a leave and is terminated, the employee's benefits will be terminated. PTO and sick leave do not accrue during a leave of absence.

Sick Leave

A. Eligible employees, as defined below, are granted sick leave and may voluntarily elect to use this time to be paid for not attending work. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist an immediate family member (i.e., children, parents, spouses/domestic partners) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave for any reason covered under an applicable mandatory paid sick leave law including to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking suffered by the employee or an immediate family member.
B. Eligibility - Any employee that is not eligible for PTO (e.g., temporary full-time, temporary part-time, regular part-time working less than thirty (30) hours per week), and who works at least thirty (30) days for Rocketship from the commencement of employment, is granted three (3) days (or twenty-four [24] hours) of sick leave at the beginning of each work year.
C. Probationary Period - Sick leave may not be used until at least ninety (90) days after the employee's date of hire.
D. Excess Time Off - Time off in excess of the then-existing sick leave balance will be unpaid time off.
E. Accrual/Termination of Employment - Unused sick leave does not carry over from year to year. Upon termination of employment for any reason, sick leave will not be paid out.
F. Policy Changes - This policy may be changed at any time upon notice.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") which requires the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. Additional state-specific family and medical leave requirements are included in the state law addendum applicable to the state in which you work.

<u>Employee Eligibility Criteria</u>

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, as of the date the leave is requested.

Events That May Entitle an Employee To FMLA Leave

The twelve (12) weeks (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of their job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).

   a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

   b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits them to the facility with the expectation that they will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

   c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

   d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, child, or parent with a serious health condition.

4. When an employee is providing care to a spouse, child, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care.

5. For any "qualifying exigency" because the employee is the spouse, child, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve
(12) workweeks total for any purpose in any twelve (12) month period, as described below, for anyone, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working days.

2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, child, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.

3. The "twelve-month period" in which twelve (12) weeks of FMLA leave is defined as a "rolling" 12-month period measured backward from the date an employee commences FMLA leave.

4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and the employee is generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA Leave

1. 1. An employee on FMLA leave because of their own serious health condition must use all accrued paid sick leave and PTO at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, (such as PTO or sick time); to be used after any partial wage replacement benefits have been exhausted or as a supplement to the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA leave for childcare or to care for a spouse, parent, or child with a serious health condition must use any or all accrued sick leave and PTO at the beginning of any otherwise unpaid FMLA leave.

3. If an employee has exhausted their sick leave and PTO, leave taken under FMLA shall be unpaid leave.

4. The receipt of sick leave, PTO, or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick leave and PTO accrue during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began, at which point accrual will cease.

Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will continue during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period.

Any premiums paid by the employee will continue to be deducted from their pay where possible. If an employee is unable to pay their premiums because part or all of their leave is unpaid, then the employee will be required to reimburse the School for their portion of the premiums within 60 days of their return from leave.

Seniority

An employee on FMLA/ leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority they had when the leave commenced.

Medical Certifications

An employee requesting FMLA leave because of their own or a relative's serious health condition must provide medical certification from the

appropriate health care provider on a form supplied by the School or the School's third-party administrator. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in a delay or denial of the leave request until such certification is provided.

2. The School or its third party administrator will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School or its third party administrator may contact the employee's health care provider to authenticate a certification as needed.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School).

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

1. 1. An employee should request FMLA leave by calling the leave experts at Tristar who handle Rocketship's leaves. Employees can call 1-844-702-2352 and choose Option 2 to speak with an Intake Specialist and begin their leave process. Tristar is available between 6AM and 6PM PST, Monday through Friday.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or their qualifying family member. Failure to provide such notice may be grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which they are qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

Status Reports During Leave

For the duration of leave, unless informed of a different schedule, an employee is required to maintain weekly or monthly contact, as directed, with Tristar to provide updates as to the status of their circumstances. Failure to maintain contact and provide required information in a timely fashion might affect the employee's leave and/or employment status.

Return to Work

1.

1. Under most circumstances, employees will be reinstated to the same position they held at the time of the leave or to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment. However, employees have no greater right to reinstatement than if they had been continuously employed rather than on leave. For example, if an employee would have been laid off if they had not gone on leave or, if the employee's position was eliminated during the leave, then the employee will not be entitled to reinstatement

2. Before an employee will be permitted to return from FMLA leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.

3. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will reasonably accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Availability of Leave as a Reasonable Accommodation Under the ADA

No Retaliation

RPS will not interfere with, restrain, or deny the exercise of any right provided under the FMLA. RPS will also not discharge or discriminate against any person for opposing any practice made unlawful by the FMLA or for the person's involvement in any proceeding under or relating to the FMLA. If you feel that you have been retaliated or discriminated against due to your assertion of FMLA-protected rights, participation in an FMLA-related proceeding or any other reason, you are required to immediately contact your supervisor or the Human Resources Department.

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer. The FMLA does not affect any federal or state law prohibiting discrimination, or supersede any State or local law which provides greater family or medical leave rights. For additional information: 1-866-4US-WAGE (1-866-487-9243); www.wagehour.dol.gov.

Pregnancy Disability Leave

Please refer to the state law addendum applicable to the state in which you work for state specific Pregnancy Disability Leave availability and requirements.

Rocketship Paid Parental Leave

Full-time employees will receive ten (10) days of paid time off to care for the employee's newborn child or a child placed with the employee for adoption or foster care. Receipt of pay under this policy will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and PTO) falling during the absence will be counted as both parental leave and scheduled days off.

These days may be taken consecutively or as intermittent leave but must be taken within twelve (12) months of the child's birth, adoption, or placement in foster care.

The Human Resources Department may require additional documentation for the leave.

Industrial Injury Leave (Workers' Compensation)

- RPS in accordance with applicable state laws, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:
- Medical care;
- Cash benefits, tax-free to replace lost wages; and

- Vocational rehabilitation to help qualified injured employees return to suitable employment.
- To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:
    - Immediately report any work-related injury no matter how minor to the Human Resources Department;
    - Seek medical treatment and follow-up care if required;
    - Complete a written Employee's Claim Form (DWC Form 1) and return it to the Human Resources Department; and
    - Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. RPS, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, they are to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries, no matter how minor, must be immediately reported to the Human Resources Department and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of their shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at their own expense, but they are still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.
- An employee who believes that their condition is a qualifying disability and that they are a qualified individual with a disability under the ADA may request and pursue accommodations under the ADA.

Military and Military Spousal Leave of Absence

RPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless

prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employees shall be permitted to continue their health benefits at their option through COBRA. Employees can use accrued PTO as wage replacement during time served, provided such PTO accrued prior to the leave.
The following rules apply to an employee who seeks reinstatement after completing a period of service in the uniformed services.

For uniformed service that is Less than 31 Days or fitness for duty examinations: The employee must return to work at the beginning of the first regularly scheduled work period that starts on the first full day after release from service, following reasonable travel time home, plus an eight-hour rest period.

For uniformed service that is more than 30 days, but less than 181 days: An employee must seek reinstatement within 14 days of release from uniformed service if the employee's service was greater than 30 days but less than 181 days.

For uniformed service that is more than 180 days: An employee must seek reinstatement within 90 days of release from uniformed service if the employee's service was greater than 180 days.

In case of Injury or illness: If an employee is hospitalized, convalescing, or recovering from an injury or illness incurred or aggravated during uniformed service, the periods for seeking reinstatement may be extended for a period of up to two years, unless seeking reinstatement after expiration of that period is impossible or unreasonable due to no fault of the employee.

An employee who was absent from work while fulfilling their covered service obligation under the USERRA or applicable state law shall be credited, upon their return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

RPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen or as otherwise required under applicable law. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation

certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Full Time employees may be granted up to five (5) work days per school year without loss of pay due to a death of an individual who is related to the employee by blood, marriage, adoption, or domestic partnership (parent, spouse, domestic partner, son/daughter, sister/brother, aunt/uncle, parent-in-law, son/daughter-in-law, brother/sister-in-law, grandparent, grandchild. If an employee leaves early on the day they are notified of the death, the remainder of the day is not counted as bereavement leave. Part Time employees may receive up to five (5) days of unpaid bereavement leave for the same related individuals.

The employee and their manager should agree on how much time is needed up to five (5) workdays for bereavement leave. The basis for this decision should take into account the employee's relationship to the deceased, travel distance, and involvement in funeral arrangements.

Additional time taken off beyond five (5) workdays must be approved by the employee's manager and the employee must use their PTO or take unpaid leave. Employees may be asked to provide documentation in support of their bereavement leave. Time off under this policy will run concurrently with any leave required under any applicable state or local law that also provides for paid or unpaid leave for a reason covered under this policy.

Jury Duty or Witness Leave

Unless otherwise provided by state law, Rocketship will provide employees unpaid time off as required by law to serve on a jury or to appear in court in compliance with a subpoena or court order as a witness. Exempt employees who work any portion of a workweek in which they also serve on jury duty will receive their full salary for that workweek. The School will comply with all state laws regarding pay for jury leave.

All employees are required to provide reasonable advance notice of the need for time off due to jury duty or witness leave. Employees are required to report to work each day or portion of a day they are not performing jury duty or serving as a witness. Rocketship reserves the right to request

that the employee furnish written verification from the court as proof that the employee served jury duty or as a witness. Failure to provide written verification may be grounds for disciplinary action.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time

available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Principal at least two (2) days' notice. Employees also are reminded and encouraged to take advantage of the opportunities that may be available in their local jurisdiction to vote early or by mail. The School will comply with all applicable state and municipal voting time laws.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Human Resources Department thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Human Resources Department.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Discipline and Standards of Conduct

Rocketship expects all employees to live out the School's Core Characteristics and to behave professionally and responsibly as a member of the RSED team. The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School. This list is not intended to be comprehensive or limit RPS' right to impose discipline for other conduct it deems inappropriate. Other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. These standards apply to all employees whenever they are on RPS property or conducting RPS business. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School.

Consistent with the at-will employment relationship, RPS may impose discipline whenever it determines it is necessary or appropriate. Discipline may take various forms, including but not limited to verbal counseling, written warnings, suspension, demotion, or termination. The form of discipline imposed will depend on the circumstances of each case; therefore, discipline will not necessarily be imposed in any particular sequence. Moreover, at any time RPS determines it is appropriate, an employee's employment may be terminated at any time, for any or no reason, with or without cause or prior notice. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

The following is an illustrative list of unacceptable conduct:

1. Failure to become familiar with and follow all RPS policies, regulations, administrative procedures, and other reasonable directions given by RPS leadership, as well as applicable law as it relates to the employee's conduct and performance of job duties.
2. Unsatisfactory job performance
3. Conviction of a criminal act including committing a sexual offense or felony.
4. Failure to immediately report (within 5 days) a criminal charge or conviction to the Human Resources Department.
5. Using profanity in front of students.
6. Using or possessing firearms, weapons or explosives of any kind on School premises where permissible under applicable law.
7. Violations of the prohibited harassment, discrimination and retaliation policy.
8. Provoking a physical fight or engaging in physical fighting on School premises.
9. Violations of the workplace violence policy.
10. Violations of the drug and alcohol policy.
11. Failure to maintain appropriate and professional relationships with students, parents and families, other Rocketship employees and contractors, visitors and community members. RPS employees are expected to act in a sensitive, tolerant, and intelligent manner to set a positive example for students.
12. Failure to properly supervise all students. Students should be under assigned adult supervision at all times during school and during any school activity.
13. Failure to protect the safety, health, and general welfare of all students.
14. Use of violent, vulgar, abusive or threatening language at any time on School premises.
15. Discourteous treatment towards employees, students, parents, or families at any time, including but not limited to engaging in condescending, inattentive, or dismissive behavior.
16. Dishonesty.
17. Involvement in situations that could prompt suspicion by parents, students, and co- workers or that could make parents, students, or co-workers uncomfortable. (See also: Student/Staff Interaction Policy)
18. Tampering with or falsifying any report or record, or submitting a falsified report or employment record, including, but not limited to, personnel, absentee, sickness/disability, or production reports or records, specifically including applications for employment and timecards.
19. Recording the timecard, when applicable, of another employee or permitting or arranging for another employee to record the timecard.
20. Insubordination, or refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority unless unsafe or contrary to School policies or procedures.
21. Refusal to speak to supervisors or other employees or failing to cooperate with an investigation, except when voluntary compliance with an investigation is being requested.
22. Failure to care for, properly use, and protect RPS property. Employees may not remove or use RPS property without authorization, and should return all RPS property upon request.
23. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
24. Failure to keep all student/personnel records, medical information, disciplinary decisions, and other sensitive information confidential as directed by applicable law, RPS policies, and the employee's supervisor. Maintain the confidentiality of any proprietary information relative to RPS (any information developed, compiled and/or used by RPS and its employees in the course of business that is not available to the public). Do not divulge or share any confidential or

proprietary information to anyone outside of RPS who is not authorized to receive it.

25. Failure to attend all mandatory staff meetings and professional development sessions called by their School Leader and/or RPS Leadership, unless otherwise excused.
26. Failure to disclose romantic, familial, platonic living situations, and possible conflicts of interest to the RPS Director of Human Resources, per the Employment of Family/Personal Relationships in the Workplace Policy and the Conflict of Interest Policy.
27. Excessive absenteeism or tardiness.
28. Violation of the RPS staff dress code.
29. Sleeping during work hours.
30. Conducting personal business during business hours or using RPS property.
31. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees.
32. Failure to possess or maintain the credential/certificate required of the position.
33. Failure to submit all required reports or paperwork at the time requested.
34. Failure to provide a medical certification as required by law and/or Rocketship policy to substantiate an absence.
35. Inefficiency, including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
36. Any other conduct detrimental to other employees or the School's interests or its efficient operations.

Nothing in this policy or any other NPS policy shall prohibit or restrict employees from: (i) making any disclosure of relevant and necessary information or documents in any action, investigation, or proceeding as required by law or legal process, including with respect to possible violations of law; (ii) participating, cooperating, or testifying in any action, investigation, or proceeding with, or providing information to, any governmental agency or legislative body, any self-regulatory organization; or (iii) communicating about wages, work hours, or other terms and conditions of employment or otherwise engaging in activity protected by the National Labor Relations Act.

Off-Duty Conduct

While Rocketship does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect Rocketship or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform their work will not be tolerated.

While employed by Rocketship, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are prohibited to the extent permissible under applicable law:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at Rocketship.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with Rocketship.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with Rocketship.
- Additional employment that requires the employee to conduct work or related activities on the School's property during working hours or using School facilities and/or equipment

- Additional employment that directly or indirectly competes with the business or the interests of Rocketship.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. RPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for an employee to terminate their employment with the School, employees should notify the Human Resources Department regarding their intention as far in advance as possible. At least two (2) weeks' notice is requested whenever possible.

When an employee terminates their employment (voluntary or involuntary), the School will payout all earned but unused PTO pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns.

Specific complaints of prohibited harassment, discrimination, and retaliation are addressed in and should be followed in accordance with the School's "Policy Prohibiting Harassment, Discrimination, and Retaliation."

Open Door Policy

Rocketship understands that channels of communication should always be kept open and flexible. The Open Door Policy provides a means by which employees can discuss problems, raise concerns, and make suggestions. This means that any employee is generally permitted to meet with a member of the Human Resources Department or management at a mutually convenient time. Usually it is advisable for the employee to first meet with their immediate manager, who may be able to resolve the issue. Rocketship will make every attempt to keep all Open Door discussions confidential in the absence of employee permission to disclose specific information discussed, but cannot keep all information confidential where such confidentiality would prevent Rocketship from complying with applicable laws or RPS policies. Specific complaints of prohibited harassment, discrimination, and retaliation are addressed in and should be followed in accordance with the School's "Policy Prohibiting Harassment, Discrimination, and Retaliation."

Problem-Resolution Procedure
Purpose

Rocketship Public Schools is committed to providing favorable working conditions for its employees. Part of this commitment involves encouraging an open and honest atmosphere in which employee concerns and complaints receive a timely response.

Problem Resolution

If Rocketship Public Schools employees disagree with the implementation or enforcement of established rules of conduct, policies or practices, they can usually express their concern through the problem resolution procedure. No employee will be penalized, formally or informally, for voicing a complaint in a reasonable, business-like manner or for using the problem resolution procedure.

Procedure

If a situation occurs in which an employee believes that a condition of employment or a decision affecting them is unjust or inequitable, the employee is encouraged to make use of the following steps. **The employee may disengage with the process at any step and go directly to HR.**

1) The employee may present the problem to their immediate supervisor within 10 calendar days after it occurs. If the supervisor is unavailable to address the problem, or if the employee believes it would be inappropriate to contact their immediate supervisor, the employee may present the problem to their skip level manager (manager who sits two levels above the employee).
    a) Please note, an employee may disengage with the problem resolution procedure at any point in the process.
    b) If the problem involves leaders, employees may contact HR directly.
2) The supervisor will strive to discuss the situation with the employee within 10 calendar days after the employee brings the problem to the supervisor or their skip level manager. The supervisor must document the discussion.
3) The employee may present the problem to HR within 10 calendar days after the manager or skip level manager attempts resolution, if the employee believes that the problem is unresolved.
    a) The submission of the written complaint should include:
        i) The complainant will reduce their complaint to writing, indicating all known and relevant facts within a clear timeline. (The problem and the date(s) when the incident(s) occurred.)
        ii) Suggestions on ways to resolve the problem.
        iii) If applicable, any copy of the immediate supervisor's written response or a summary of their verbal response and the date when the employee met with the immediate supervisor. If the supervisor provided no response, the complaint should state this.

Policy for Complaints Against Employees
(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a school employee. If complaints cannot be resolved informally, complainants may file a written complaint with the Principal or Department of Human Resources by emailing compliance@rsed.org, as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal or Department of Human Resources may follow the following process:

1. The Principal or Department of Human Resources shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal or Department of Human Resources finds that a complaint against an employee is valid, they may take appropriate disciplinary action against the employee. As appropriate, they may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will typically be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, consistent with a thorough and objective investigation, and to the extent permitted or required under applicable law.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: Rocketship will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures intended to resolve the complaint.
4. Paid Administrative Leave: Rocketship reserves the right to place any employee on paid administrative leave during an investigation.

ACKNOWLEDGEMENT AND RECEIPT

I acknowledge that I have received and read a copy of the School's Employee Handbook ("Handbook") and, if available, the State Addendum for the state in which I work ("Addendum"). I understand that the Handbook and Addendum set forth the terms and conditions of my employment with the RPS as well as the duties, responsibilities and obligations of employment with the RPS. I understand that RPS has provided me various alternative channels to raise concerns of violations of this Handbook and RPS policies and encourages me to do so promptly so that the RPS may effectively address such situations, and I understand that nothing herein interferes with any right to report concerns, make lawful disclosures, or communicate with any governmental authority regarding potential violations of laws or regulations. I agree to abide by and be bound by the rules, policies and standards set forth in the Handbook and applicable Addendum.

I acknowledge that, except where required otherwise by applicable state law, my employment with the RPS is at-will, meaning that it is not for a specified period of time and that the employment relationship may be terminated at any time for any reason, with or without cause or notice, by me or the RPS. I further acknowledge that only the CEO of Rocketship Education or their authorized representative has the authority to enter into an agreement that alters the fact that my employment with RPS Name is at-will. Any such agreement must be in writing and signed by the CEO of Rocketship Education or their authorized representative.

I further acknowledge that the RPS reserves the right to revise, delete and add to the provisions of the Handbook and Addendum, but that all such revisions, deletions or additions must be in writing. No oral statements or representations can change the provisions of the Handbook or Addendum.

Furthermore, the RPS's policy of at-will employment can only be changed as stated in the prior paragraph.

I understand and acknowledge that nothing in this Handbook or in any other document or policy is intended to prohibit me from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission, National Labor Relations Board, Securities and Exchange Commission or any other federal, state or local agency charged with the enforcement of any laws.

I also understand and acknowledge that nothing about the policies and procedures set forth in this Handbook should be construed to interfere with any employee rights provided under state or federal law, including Section 7 of the National Labor Relations Act, including the right to communicate with others concerning wages, hours, benefits, and other terms or conditions of employment; to self-organize, form, join or assist labor organizations; to bargain collectively through representatives of the employees' choosing; to engage in other concerted activities for the purpose of collective bargaining or other mutual aid or protection; or to refrain from engaging in such activities.

I further acknowledge that I have received, read, and understand RPS Name's Equal Employment Opportunity ("EEO") Policy and Policy Prohibiting Harassment, Discrimination, and Retaliation and any additional policies prohibiting discrimination, harassment, and sexual harassment in the Addendum for the state in which I work. I agree to comply with these policies.

I understand that if I feel I have been subject to discrimination, sexual harassment, prohibited harassment, or retaliation for conduct that may violate the RPS's EEO Policy and Policy Prohibiting Harassment, Discrimination, and Retaliation, or any additional policies on anti-discrimination, harassment, sexual harassment, or retaliation in the State Addendum for the state in which I work, or if I am aware of such conduct, I should immediately report the matter to my immediate supervisor, the Human Resources Department, my next level supervisor, the designated Compliance Coordinator, or any other leadership team member or member of management.

I acknowledge that, if I am non-exempt employee, I was "on-the-clock" (i.e., I recorded my time or made sure I was clocked in) when reviewing the Employee Handbook and State Addenda (if applicable) and signing the Acknowledgment forms.

I have read and understand the above statements.

Signature: _____ Date: _____

Name (Printed_____

[TO BE PLACED IN EMPLOYEE'S PERSONNEL FILE]

Your Employee Rights Under the Family and Medical Leave Act

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons. The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees.

Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if **all** of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location.

Airline flight crew employees have different "hours of service" requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management.

How do I request FMLA leave?

Generally, **to request FMLA leave you must**:

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do not have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You **must also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your **employer may request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress.

What does my employer need to do?

If you are eligible for FMLA leave, your **employer must**:

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer cannot interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer must confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, your **employer must notify you in writing**:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call **1-866-487-9243** or visit **dol.gov/fmla** to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**

WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

SCAN ME

WH1420 REV 04/23

AMENDMENT TO EMPLOYEE HANDBOOK

State Law Addenda: Policies by State

This Employee Handbook, accompanied by the state law addenda, contains the employment policies and practices of the School in effect at the time of publication.

RPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook or to the state law addendum applicable to an employee's work location will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

CALIFORNIA ADDENDUM

This California Addendum ("Addendum") to the Rocketship Education d/b/a Rocketship Public Schools ("Rocketship," "RPS," or the "School") Employee Handbook is applicable to all School employees regularly working in California. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Employee Handbook and shall apply as required by California or applicable local law.

Important Note: This Addendum, along with the Employee Handbook, is a general guideline and is not a contract nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Employee Handbook affects the at-will employment relationship described in the Employee Handbook. Just as any employee has the right to end their employment with the School at any time, for any reason or no reason, the School has the right to terminate an employee's employment at any time, for any reason or no reason, with or without notice or cause. The relationship between the School and each of its employees is at-will.

The School reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Employee Handbook should discuss them with the Human Resources Department.

Equal Employment Opportunity

The School is an equal opportunity employer. In accordance with applicable law, we prohibit discrimination and harassment against employees, applicants for employment, individuals providing services in the workplace pursuant to a contract, unpaid interns and volunteers based on their: race (including traits associated with race, such as hair texture and protective hairstyles), religious creed, color, national origin, citizenship status, ancestry, physical disability (including HIV/AIDS) or mental disability, medical condition, genetic information, marital status (including registered domestic partnership status), sex and gender (including pregnancy, childbirth, lactation and related medical conditions), gender identity and gender expression (including transgender individuals who are transitioning, have transitioned, or are perceived to be transitioning to the gender with which they identify), age (40 and over), sexual orientation, Civil Air Patrol status, military and veteran status, an individual's reproductive health decisions and any other consideration protected by federal, state or local law (collectively referred to as "Protected Characteristics"). The School also prohibits discrimination and harassment on the basis of any combination of Protected Characteristics and on the basis of any perception that a person has or is associated with someone who has one or more Protected Characteristics.

For purposes of this policy, discrimination on the basis of "national origin" also includes discrimination against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States, as well as discrimination based upon any of the following: an individual's or individual's ancestors' actual or perceived physical, cultural or linguistic characteristics associated with a national origin group ; marriage to or association with individuals of a national origin group; tribal affiliation; membership in or association with an organization identified with or seeking to promote the interests of a national origin group; attendance or participation in schools, churches, temples, mosques or other religious institutions generally used by persons of a national origin group; or a name that is associated with a national

origin group. An employee's or applicant for employment's immigration status will not be considered for any employment purpose except as necessary to comply with federal, state or local law.

The School allows employees to self-identify their gender, name and/or pronoun, including gender-neutral pronouns. The School will use an employee's gender or legal name as indicated on a government-issued identification document, only as necessary to meet an obligation mandated by law. Otherwise, the School will identify the employee in accordance with the employee's current gender identity and preferred name.

The School will not tolerate discrimination or harassment based upon these characteristics or any other characteristic protected by applicable federal, state or local law. The School also does not retaliate or otherwise discriminate against applicants or employees who request a reasonable accommodation for reasons related to disability or religion. Our commitment to equal opportunity employment applies to all persons involved in our operations and prohibits unlawful discrimination and harassment by any employee, including supervisors and co-workers.

Hours of Work and Payroll Practices

Pay Periods and Paydays.

Rocketship's paydays are the 15th of each month and the last day of each month. The payroll period begins at 12:00 a.m. Sunday and ends the second Saturday thereafter at 11:59 p.m. You will be paid by check or direct deposit on the above-mentioned payday. If the regular payday falls on a School holiday, you will be paid on the last business day before the holiday.

Working Hours.

Exempt employees are paid for all hours worked, regardless of number, by their salaries. This means that when exempt employees need to work beyond their usual scheduled workday, there is no additional "overtime" compensation. Exempt full-time employees are expected to typically work at least an eight (8) hour workday, and longer, if necessary.

Nonexempt employees will be scheduled to work according to the needs of the School, which will be communicated to them in advance. Nonexempt employees will receive overtime compensation for work beyond eight (8) hours in a workday or more than six (6) days in any work week at an overtime rate will not be less than the following:

- One and one-half (1½) times the employee's regular rate of pay for all hours worked in excess of eight (8) hours up to and including twelve (12) hours in any workday, and for the first eight (8) hours worked on the seventh consecutive day of work in a workweek provided the employee has worked on all of the preceding six (6) days in the same workweek.
- Double the employee's regular rate of pay for all hours worked in excess of twelve (12) hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek.
- Employment beyond forty (40) hours in any workweek will be compensated at not less than one and one-half (1½) times the employee's regular rate of pay.

Rest and Meal Periods.

Meal and Rest Periods: Employees working at least five (5) hours are provided with a thirty (30) minute unpaid meal period, to be taken approximately in the middle of the workday to start within the first five hours of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and RPS mutually consent to the waiver in writing. Non-exempt employees who work more than ten (10) hours in a day are entitled to a second unpaid, duty-free 30-minute meal period to start within the first 10 hours of work.

Employees are also provided with a ten (10) minute rest period for every four (4) hours or major fraction thereof worked which should be scheduled towards the middle of each work period as practicable. Employees are prohibited from combining meal and rest period time. Employees may not accumulate rest periods or use rest periods as a basis for starting work late, leaving work early, or extending a meal period.

Employees are entitled, encouraged, and expected to take all meal periods provided under this policy. During meal periods, RPS will relieve employees of all duty and will not exercise control over employees' activities. Employees are free to spend their meal and rest period time as they choose and are free to leave the worksite but must be sure to return to work at the completion of the period. No supervisor or manager may impede or discourage employees from taking meal or rest periods provided under this policy.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees are required to document the start/end time of their meal periods, as well as certify they have taken their rest periods, on their time records each payroll period. Any employee who believes that they were not provided meal and rest periods that comply with this policy must immediately inform the Human Resources Department or another member of management.

Wage and Hour Complaint Procedure.

If you believe you have been compensated incorrectly or have been improperly classified as exempt or nonexempt, you must report such concerns immediately to Human Resources. Such concerns will be investigated and if merited, will be immediately corrected. The School will not retaliate against any employee for raising a concern and will not permit others to retaliate against such an employee.

Personnel Files

California employees may receive, or may authorize a third-party to view or receive, a copy of the employee's personnel file and/or payroll records by submitting a written request to your Human Resources Team. The Human Resources Team will make the contents available within the time required by law, from the date of receipt of the written request. California employees may obtain the pay scale for their current position by making a written request to Human Resources.

Anti-Harassment/Discrimination/Retaliation

(For employees working in California, this policy replaces the policy provided in the main Employee Handbook.)

The School is committed to providing a work environment free of sexual or any form of prohibited harassment, discrimination or retaliation. In furtherance of this commitment, the School provides harassment and discrimination training to its employees. Supervisors are required, as a condition of employment in such position, to complete at least two hours of sexual harassment training every two

years. New supervisors must complete the sexual harassment training within six months of assuming a supervisory position. Non-supervisory employees must complete at least one hour of sexual harassment training every two years.

Harassment or unlawful discrimination against individuals on the basis of any Protected Characteristic. The School also prohibits discrimination and harassment on the basis of any combination of Protected Characteristics and on the basis of any perception that a person has or is associated with someone who has one or more Protected Characteristics.

Prohibited Conduct.

Sexual or other prohibited harassment or discrimination includes any verbal, physical or visual conduct based on sex, race, age, national origin, disability or any other legally protected basis if:

(1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or engagement;

(2) submission to or rejection of such conduct by an individual is used as a basis for decisions concerning that individual's employment or engagement; or

(3) such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and lewd, vulgar or obscene remarks, jokes, posters or cartoons, and any unwelcome touching, pinching or other physical contact. Other forms of prohibited harassment or discrimination may include racial epithets, slurs and derogatory remarks, stereotypes, jokes, posters or cartoons based on race, national origin, age, disability, marital status or other legally protected categories. These are examples of prohibited harassment and do not describe all forms of prohibited harassment. An employee may be liable for harassment based on sex even if the alleged harassing conduct was not motivated by sexual desire. An employee who engages in unlawful harassment may be personally liable for harassment even if the School had no knowledge of such conduct.

Complaint Procedure.

Employees or contract workers who feel that they have been harassed or discriminated against, or who witness any harassment or discrimination by an employee, contract worker, customer, vendor or anyone else who does business with the School, should immediately report such conduct to their supervisor, any other member of management or Human Resources so that the matter can be promptly investigated. Employees are not required to make a complaint directly to their immediate supervisor. Supervisors must immediately report any complaints of misconduct to the Director of Human Resources who will attempt to resolve issues internally.

Do not allow an inappropriate situation to continue by not reporting it, regardless of who is creating the situation. No employee, contract worker, customer, vendor or other person who does business with this organization is exempt from the prohibitions in this policy.

All complaints of prohibited harassment or discrimination will be investigated timely, objectively, fairly and thoroughly by impartial, qualified personnel. The School expects all employees to fully cooperate with any investigation conducted by the School into a complaint of prohibited harassment,

discrimination or retaliation, or regarding the alleged violation of any other School policies. The School will maintain confidentiality surrounding the investigation to the extent possible and to the extent permitted under applicable federal and state law.. The complaint process will be documented and tracked for reasonable progress and will be closed in a timely manner. Appropriate options for remedial actions and resolutions will be considered. Upon completion of the investigation, the School will communicate its conclusion as soon as practical. If at the end of the investigation misconduct is found, appropriate remedial measures will be taken commensurate with the severity of the offense, up to and including termination of employment. If the School determines that this policy has been violated, remedial action will be taken. Appropriate action will also be taken to deter any such conduct in the future.

To the extent that an employee or contract worker is not satisfied with the School's handling of a harassment or discrimination complaint, they/they may also contact the appropriate state or federal enforcement agency for legal relief. In California, the California Civil Rights Department can be contacted by consulting the government agency listings in the telephone book or on-line at www.calcivilrights.ca.gov. **The CRD Sexual Harassment Prevention Training may be accessed here: https://calcivilrights.ca.gov/shpt** The Department will, in appropriate cases, prepare and investigate complaints of harassment or discrimination; after a hearing, individuals actually injured as a result of such conduct may be awarded damages, as well as other remedies.

Retaliation Prohibited.

Retaliation is prohibited against any person by another employee or by RPS for using the School's complaint procedure, reporting prohibited discrimination or harassment or filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

Please contact a member of the Human Resources Department if you have any questions about this policy or require further information on the subject of sexual or other harassment or discrimination.

Reimbursement of Business-Related Expenses

Under California law, employees are entitled to be reimbursed for all expenses they necessarily incur in the performance of their work duties. If the School provides the employee with necessary equipment (for example, a cellular phone or laptop), the employee's use of their/their personal device is not reimbursable, because it was not necessary for the employee to use their/their own device. If you have a question about the use of personal property in connection with your job duties, please see Human Resources. Out-of-pocket expenses incurred by employees must be necessary and reasonable and reimbursement for such expenses should be promptly requested, using the School's expense reimbursement process. Please refer to the School's Employee Travel and Expense Reimbursement Policy and Cell Phone Reimbursement Policy for details and requirements for expense reimbursement. Such policies will be applied in full compliance with California law.

Substance Abuse—Supplement to Policy

RPS is committed to providing its employees with a safe and productive working environment. In keeping with this commitment, RPS maintains a strict policy against the use of alcohol, marijuana and the unlawful use of drugs in the workplace.

Consequently, you may not consume, use, possess, sell, purchase or transfer alcohol, marijuana or illegal drugs at any time while on RPS' premises or while using RPS vehicles or equipment, or at any location during work time. Also, you may not report to work with illegal drugs or alcohol in your bodily system. "Illegal drug" means any drug that is not legally obtainable or that is legally obtainable but has not been legally obtained. It includes prescription drugs not being used for prescribed purposes or by the person to whom it is prescribed or in prescribed amounts. It further includes any substance a person holds out to another as an illegal drug. Employees will not be in violation of this policy if they have non-psychoactive marijuana metabolites in their bodily system due to off-duty marijuana use, nor will they be tested for such non-psychoactive metabolites; however, RPS may not possess, be impaired by, or use marijuana on RPS premises or during work time.

Any violation of this policy will result in disciplinary action, up to and including immediate termination of employment.

Employees are expected to cooperate with RPS' investigation of possible violations of this substance abuse policy. As part of this cooperation, you must report to your supervisor or the Human Resources Department, or other management personnel, any known or suspected violations of this policy. Refusal to cooperate with an investigation conducted under this policy will result in disciplinary action, up to and including termination of employment. Any testing done pursuant to such an investigation will be conducted in accordance with applicable law.

If you feel you have developed an addiction to, dependence upon or problem with alcohol or drugs, legal or illegal, you are strongly encouraged to seek assistance before a violation of this policy occurs. Any employee who requests time off to participate in a rehabilitation program will be reasonably accommodated. However, you may not avoid disciplinary action, up to and including immediate termination, by entering a rehabilitation program after a violation of this policy is suspected or discovered.

Paid Time Off (PTO) Policy

In addition to the information provided in the main Employee Handbook, the following conditions apply to a California employee's use or accrual of PTO. Although the School will make reasonable efforts to accommodate requests in scheduling PTO, except as otherwise required by law, all PTO not for reasons covered by a mandatory paid sick leave or paid time off law is scheduled subject to the School's business needs and may be postponed when business needs require. With proper advance notice, the School reserves the right to require employees to use accrued PTO at times designated by the School.

No PTO is earned when you are on any unpaid leave of absence. PTO may be used only if it has been earned. Employees will be paid for PTO at their regular straight time rate of pay or base salary for the approved PTO period. PTO days are not considered hours worked for purposes of calculating overtime. Employees may elect to use PTO at the beginning of an otherwise unpaid FMLA or CFRA leave period.

If a paid holiday falls within an employee's PTO period, the day will be treated as a holiday and not a PTO day.

State Benefits for Paid Family Care and Medical Leave

If you are on an approved leave of absence or an approved reduced work schedule to care for a family member (child, spouse, registered domestic partner, parent, parent-in-law, grandparent, grandchild or sibling) who is seriously ill and requires care or to bond with a new child during the first 12 months after the child's birth or after the placement of a child for adoption or foster care with the employee, you may apply for paid family leave benefits with the California Employment Development Department (EDD).

Paid family leave benefits are provided by the State of California and if approved, provide partial income replacement to an eligible employee. The paid family leave benefit offered by the state does not guarantee that you will be eligible to take a leave of absence or reduced work schedule. You must meet any applicable criteria specific to such leaves or reduced work schedules. You must follow the procedures in the Family Care and Medical Leave or Unpaid Leave of Absence policies in the main Employee Handbook to request a leave or reduced work schedule.

You are responsible for filing your claim and other forms promptly and accurately with the EDD. A claim form may be obtained from any office of the EDD by telephone, letter or in person or you can request a form from the EDD's website – www.edd.ca.gov

If you plan an extended absence to care for a family member or bond with a new child, please notify Human Resources so that we may provide you with further information regarding this benefit.

Leaves of Absence

While regular attendance is crucial to maintain business operations, the School recognizes that, for a variety of reasons, employees may need time off from work. The School has available several types of leaves of absence. Some are governed by California law and others are discretionary. For all planned leaves, however, you must submit a request at least 30 days in advance whenever feasible; in case of an emergency, the request should be made as soon as you become aware of the need for leave. All leaves must have the approval of the School management.

All requests for a leave of absence will be considered in light of their effect on the School and its work requirements, as determined by the School management, which reserves the right to approve or deny such requests in its sole discretion, unless otherwise required by law. For disability-related leave requests, the School will engage in an interactive process with you to determine if a leave is the most appropriate accommodation. You must provide a certification from your healthcare provider to support a leave for medical reasons. Failure to provide the required certification to the School in a timely manner may result in delay or denial of leave. If you fail to return to work on the first workday following the expiration of an authorized leave and have not requested an extension, you will be deemed to have voluntarily resigned from the School. If you are requesting an extension of a leave, you must request such extension and have it approved before the expiration of the currently approved leave.

While the School will make a reasonable effort to return you to your former position or a comparable position following an approved leave of absence, there is no guarantee that you will be reinstated to your position, or any position, except as required by law.

All leaves are generally unpaid.

Use of PTO and/or paid sick leave during an otherwise unpaid leave will not extend the period of an approved leave of absence.

Holidays that fall during a leave of absence will not be paid.

Pregnancy Disability Leave and Accommodation

If you are disabled by pregnancy, childbirth or related medical conditions (including medical conditions relating to lactation), you are eligible to take a pregnancy disability leave ("PDL"). For purposes of this policy, employees are "disabled by pregnancy" when, in the opinion of their health care provider, they cannot work at all or are unable to perform any one or more of the essential functions of their job or to perform them without undue risk to themselves, the successful completion of their pregnancy or other persons as determined by a health care provider. The term "disabled" also applies to certain pregnancy-related conditions, such as severe morning sickness or the need to take time off for prenatal or postnatal care, bed rest, postpartum depression and the loss or end of pregnancy (among other pregnancy-related conditions that are considered to be disabling).

Covered employees are eligible to transfer to a less strenuous or hazardous position or to less strenuous or hazardous duties, if such a transfer is medically advisable and can be reasonably accommodated. Employees disabled by qualifying conditions may also be entitled to other reasonable accommodation where doing so is medically necessary. In addition, if it is medically advisable for the employee to take intermittent leave or work a reduced leave schedule, the School may require the employee to transfer temporarily to an alternative position with equivalent pay and benefits that can better accommodate recurring periods of leave. Employees should contact Human Resources to request leave, accommodation or transfer.

Duration of Leave: An employee is entitled to up to four months (17⅓ weeks) of PDL while the employee is disabled by pregnancy, childbirth or related medical condition. For purposes of this policy, "four months" means time off for the number of days the employee would normally work within the four calendar months following the commencement date of taking a pregnancy disability leave. For a full-time employee who works five eight-hour days per week, or 40 hours per week, "four months" means 693 hours of leave entitlement, based on 40 hours per week times 17⅓ weeks.

Employee Notice Requirements: To receive reasonable accommodation, obtain a transfer, or take a PDL, you must provide sufficient notice so the School can make appropriate plans – 30 days advance notice if the need for is foreseeable, otherwise as soon as practicable if the need is an emergency or unforeseeable.

Medical Certification: An employee is required to obtain a certification from their health care provider of their need for PDL, or the medical advisability of an accommodation or a transfer. Upon request, the Human Resources Department will provide you with a medical certification form that you can take to your doctor. As a condition of an employee's return from PDL, the School requires the employee to obtain a release to return to work from their health care provider stating she is able to resume their original job duties.

Leave is Unpaid: PDL leave is unpaid. We require the use of any available sick time during any unpaid portion of PDL. However, at the employee's option, the employee may use any accrued vacation time or other accrued paid time off as part of their PDL before taking the remainder of their leave on an unpaid basis. The use of any paid leave will not extend the duration of the employee's PDL. The School encourages employees to contact the EDD regarding eligibility for state disability insurance

for the unpaid portion of their leave.

Leave *Concurrent* with Federal Family and Medical Leave and *Consecutive* with California Family Rights Act: If an employee is eligible for leave under the federal Family and Medical Leave Act or California Family Rights Act, PDL and FMLA or CFRA leave will run concurrently. Employees should refer to the family and medical leave policies in this Handbook for additional information.

Return to Work: If an employee does not return to work on the originally scheduled return date or request in advance an extension of the agreed upon leave with appropriate medical documentation, the employee may be deemed to have voluntarily terminated their employment with the School. Failure to notify the School of their ability to return to work when it occurs, or their continued absence from work because their leave must extend beyond the maximum time allowed, may be deemed a voluntary resignation of the employee's employment with the School. Upon the employee's return from PDL, the employee will be reinstated to their same position in most instances.

Continuation of Health Insurance Benefits: Employees who participate in the School's group health insurance plan shall continue to participate in the plan while on PDL under the same terms and conditions as if they were working. Employees should make arrangements with Human Resources for payment of their share of the insurance premiums. Benefit continuation under PDL is distinct from benefit continuation for employees who also take birth bonding leave under the CFRA.

Lactation Accommodation

Employees have the right to request lactation accommodation. The School will provide a reasonable amount of break time for any employee who desires to express breast milk for as long as the employee requests an accommodation. If possible, the break time should run concurrently with the employee's normally scheduled rest or break times. Any break time to express breast milk that does not run concurrently with your normally scheduled break time is unpaid.

For lactation breaks when an employee is working at a physical location of the School, a private (shielded from view and free from intrusion from co-workers and the public) lactation location will be provided and located close to your work area. The lactation location will comply with standards in accordance with state law. In addition, a refrigerator suitable for storing milk in close proximity to your workspace will be provided. If a refrigerator cannot be provided, the School will provide another cooling device suitable for storing milk, such as an employer-provided cooler.

Employees who desire lactation accommodations should contact Human Resources to request accommodations. If the School cannot provide break time or a location that complies with this Lactation Accommodation policy, the employee requesting the accommodation will be notified in writing.

The School prohibits discrimination or retaliation against employees who exercise their rights to lactation accommodation, including those who request time to express milk at work and/or who lodge a complaint related to the right to lactation accommodation. If you believe you have been denied reasonable break time or adequate space to express milk, or have otherwise been denied your rights related to lactation accommodation, you have the right to file a complaint with the Labor Commissioner.

Family and Medical Leave

FMLA and CFRA

Eligible employees may request a family and medical leave of absence in accordance with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA") in effect at the time the leave is granted and under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), and have worked at least 1,250 hours during the 12 months immediately prior to the family and medical leave of absence. Employees requesting leave under FMLA must be employed at a worksite where there are 50 or more employees of the School within 75 miles. Leave under CFRA is applicable to employers with five or more employees without regard to work location, provided the employee meets the tenure and hours worked threshold.

You must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable (within one to two business days of learning of the need for leave). You should use the Request for Leave of Absence form, available upon request from Human Resources.

During a family and medical leave, group health benefits will be maintained for the duration of the leave, on the same basis as when you were actively working.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, and you have not requested an extension of leave in advance, with appropriate documentation, you may lose your right to reinstatement. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. Under FMLA, in certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement and offer an opportunity to return from leave early.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact the Human Resources Department.

Traditional FMLA

A traditional family and medical leave may be taken for the following reasons:

(1) the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
(2) the employee is needed to care for the employee's spouse (and registered domestic partner in CA), child, or parent with a serious health condition. In addition, leave under CFRA may be used for the care of an employee's grandparent, grandchild, sibling, and parent-in-law, or another "designated person" who is related by blood or whose association with the employee is the equivalent of a family relationship (an employee may choose one "designated person" per 12-month period); or
(3) the serious health condition of the employee.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a healthcare provider. You may take a leave under reason # (2) above only if, due to a serious health condition, the employee's qualifying family member requires your care or assistance as certified in writing by the family member's healthcare provider. If you are seeking a leave under reason # (3) above, you must provide the School with a medical certification from your own healthcare provider establishing a qualifying reason for the leave, as well as a release to return to work from the healthcare provider before returning to work. When leave is requested, the School will notify you of the requirement for medical certification and when it is due. Failure to provide the requested medical certification in a timely manner may result in the delay or denial of leave until it is provided. Appropriate certification forms can be obtained from Human Resources.

Traditional family and medical leave may be taken for up to 12 workweeks during the designated 12-month period. The 12-month period will be calculated based on a rolling 12-month period, measured backward from the date the employee uses any family and medical leave. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

Under FMLA, if two parents are employed by the School and both seek FMLA leave for baby bonding/care, the parents may be limited to take only a combined total of 12 weeks of leave during the designated 12-month period.

Family and medical leave is unpaid leave; however, you may use any accrued but unused PTO while on leave. Paid sick leave may be used during leave under sections (2) or (3) above.

Military Caregiver Leave

Employees who are eligible for Family and Medical Leave ("FMLA") may also request leave if their spouse, child, parent, or next of kin meets the definition of an injured or recovering "covered service member." "Next of kin" is defined as the closest blood relative of an injured or recovering covered service member.

"Covered service member" is defined as: (1) any member of the armed forces, including the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy; is otherwise in outpatient status; or is otherwise on the temporary-disability retired list for a serious injury or illness; or (2) a veteran who is undergoing medical treatment, recuperation or therapy, for a serious injury or illness and who was a member of the Armed Forces, (including a member of the National Guard or Reserves) at any time during the period of five (5) years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy.

An employee seeking a leave under this policy must provide the School with a medical certification from the injured service member's healthcare provider establishing eligibility for leave. When leave is requested, the School will notify you of the requirement for medical certification and when it is due. Failure to provide the requested medical certification in a timely manner may result in the delay or denial of leave until it is provided. Appropriate certification forms can be obtained from Human Resources.

Military Caregiver Leave may be taken for up to 26 workweeks in a 12-month period. The 12-month period begins on the first day you take Military Caregiver Leave and ends 12 months after that date.

All time off that qualifies as Military Caregiver Leave or Traditional FMLA leave will be counted against your statutory family and medical leave entitlements to the fullest extent permitted by law.

If spouses are both employed by the School, the spouses are permitted to take only a combined total of 26 weeks of Military Caregiver Leave, or any combination of such leave and Traditional FMLA leave, in a 12-month period.

Military Caregiver Leave is unpaid leave; however, while on leave, you may use any accrued PTO and/or paid sick leave you have earned, in accordance with the terms of the School's policy.

Qualifying Exigency Leave (FMLA and CFRA)

This leave is available to a family member of a military member in the National Guard, Reserves, or regular armed forces.

Employees who are eligible for Traditional Family and Medical Leave under the FMLA or CFRA, may also request leave to attend to an exigency or emergency situation arising out of the fact that a spouse, and domestic partner in CA, child, or parent is on covered active duty (or has been notified of an impending call order to covered active duty) in the armed forces. The term "covered active duty" means: (1) in the case of a member of the armed forces, duty during the deployment of the member with the armed forces to a foreign country; and (2) in the case of a member of the Reserves, duty during the deployment of the member with the armed forces to a foreign country under a call or order to active duty.

Qualifying exigencies include issues arising from a covered military member's short-notice deployment (i.e., deployment on seven or fewer days of notice) for a period of seven days from the date of notification; military events and related activities that are related to the covered active duty or call-to-active-duty status of a covered military member; certain childcare and related activities; care of the military member's parent who is incapable of self-care; making financial or legal arrangements; attending counseling; taking up to fifteen calendar days of leave to spend time with a covered military member who is on short-term temporary rest and recuperation leave during deployment; and attending to certain post-deployment activities.

If you are seeking a leave under this policy, you must provide the School with a certification establishing a qualifying reason for leave. When leave is requested, the School will notify you of the requirements for certification and when it is due. Failure to provide the requested certification in a timely manner may result in denial of leave until it is provided. Appropriate certification forms can be obtained from Human Resources.

Qualifying Exigency Leave is a type of FMLA and CFRA leave and may be taken for up to 12 workweeks in the normal 12-month period established by the School for Traditional FMLA or CFRA leave. All time off that qualifies as Qualifying Exigency Leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

California Paid Sick Leave

Eligibility: Pursuant to the Healthy Workplaces, Healthy Families Act, RPS provides paid sick leave to employees who work for the School in California for thirty (30) or more days within a year. **For employees who work in California and who are eligible for sick time under any other applicable sick time/leave law or ordinance or policy, this policy applies solely to the extent it provides greater**

benefits/rights on any specific issue or issues than any other applicable sick time/leave law or ordinance or policy.

Amount: All employees will be granted 5 workdays (40 hours or the equivalent of 5 workdays based on the employee's work schedule) of paid sick leave on January 1 of each year (or on their hire date, if after January 1). Unused paid sick leave is not carried over from year to year. Unused paid sick leave under this policy will not be paid at separation. However, if you are rehired within one year, your unused sick leave time will be reinstated.

Usage: Employees can use accrued paid sick leave beginning on the 90th day of employment. Paid sick leave may be used in a minimum increment of two (2) hours for each use. All employees may use up to five (5) workdays or forty (40) hours of paid sick leave in any year.

Paid sick leave may be used for the following reasons:

1) For diagnosis, care, or treatment of an existing health condition of, or preventive care for, an employee or an employee's family member. "Family member" is defined as a child, parent, legal guardian or ward, spouse, grandparent, grandchild, sibling, registered domestic partner, or designated person. A "designated person" is a person identified by the teammate at the time the teammate requests paid sick days. An employee may choose one "designated person" per 12-month period. The child, parent, sibling, grandparent, and grandchild relationships include not only biological relationships, but also relationships resulting from adoption; step-relationships; and foster care relationships. "Child" includes a child of a domestic partner and a child of a person standing in loco parentis.

2) For an employee or the employee's family member who is a victim of a qualifying act of violence and time off is needed to:

    a) Obtain or attempt to obtain any relief (e.g., a temporary restraining order, restraining order or other injunctive relief) to help ensure the health, safety or welfare of the victim, their child, or a family member;
    b) Seek, obtain, or assist a family member to seek or obtain, medical attention for or to recover from injuries caused by a qualifying act of violence;
    c) Seek, obtain, or assist a family member to seek or obtain, services from a domestic violence shelter, program, rape crisis center, or victim services organization as a result of a qualifying act of violence;
    d) Seek, obtain, or assist a family member to seek or obtain, psychological counseling or mental health services related to an experience of a qualifying act of violence;
    e) Participate in safety planning and take other actions to increase safety from future qualifying acts of violence;
    f) Relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or daycare;
    g) Provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
    h) Seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;

i) Prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
j) Seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For purposes of this policy, a "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime against the employee or their family member: (a) domestic violence; (b) sexual assault; (c) stalking; or (d) an act, conduct, or pattern of conduct that includes any of the following: in which an individual causes bodily injury or death to another individual; in which an individual exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or in which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice: Notice to your supervisor may be given orally or in writing. If the need for paid sick leave is foreseeable, the teammate must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the teammate must provide notice of the need for the leave as soon as practicable.

Payment: Eligible employees will receive payment for paid sick leave, at the same wage as the teammate normally earns during regular work hours unless otherwise required by applicable law, by next regular payroll period after the leave was taken. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Enforcement & Retaliation: Retaliation or discrimination against an employee who requests paid sick days or uses paid sick days, or both, is prohibited, and teammates may file a complaint with the Labor Commissioner against an employer who retaliates or discriminates against the employee.

Reproductive Loss Leave

Employees with at least 30 days' service will be granted up to five (5) days of unpaid leave following a reproductive loss, which includes a failed adoption, failed surrogacy, miscarriage, stillbirth, or an unsuccessful assisted reproduction. Employees may use a maximum of twenty (20) days of leave under this policy per twelve-month period, which is determined on a calendar year (January – December). Leave under this policy must be taken within three (3) months of the day of the reproductive loss. Employees may take leave under this policy on nonconsecutive days. Leave under this policy is unpaid, but Employees may use any available paid sick leave, vacation, or PTO. Leave under this policy is available upon request to Human Resources. All information provided by an employee regarding the need for leave under this policy will be kept confidential,

Workers' Compensation Leave

Any employee who is unable to work due to a work-related injury or illness and who is eligible for Workers' Compensation benefits will be provided an unpaid leave for the period required. The first

12 weeks will be treated concurrently as a family and medical leave for eligible employees. Group health benefits will be maintained for covered employees during leave to the extent required by law.

Jury Duty

U.S. citizens have a civic obligation to provide jury duty service when called. You will be granted a leave of absence without pay for this purpose, provided you give your manager reasonable advance notice. Please bring in your jury duty notice as soon as you receive it so that appropriate arrangements can be made to cover your duties. You are required to call in or report for work on those days or parts of days when your presence in court is not required. Different compensation rules may apply to exempt employees. For further information, contact Human Resources.

Witness Duty

If you are required by law to appear in court as a witness, you may take unpaid time off for such purpose provided you give your manager reasonable advance notice. Written evidence such as a subpoena must be provided. For further information, contact Human Resources.

Leave for Victims of Violence

Unpaid time off is available to victims of a qualifying act of violence. "Qualifying act of violence" means domestic violence, sexual assault , stalking , or an act, conduct, or pattern of conduct in which a third party causes bodily injury or death to another individual; exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Employees should give the School reasonable notice of the need for leave, unless advance notice is not feasible. When an unscheduled absence occurs, the School may require the employee to provide written certification of the need for time off. Any of the following will be considered sufficient certification: a police report indicating the employee or the employee's family member was a victim; a court order protecting or separating the employee or the employee's family member from the perpetrator of the qualifying act of violence, or other evidence from a court or prosecuting attorney that the employee or the employee's family member has appeared in court; documentation from a licensed medical professional, domestic violence counselor, sexual assault counselor, victim advocate, licensed health care provider or counselor that the employee or the employee's family member was undergoing treatment or seeking or receiving services directly related to the qualifying act of violence; or any other form of documentation that reasonably verifies that the qualifying act of violence occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for an authorized purpose .

Additionally, an employee who is a victim or has a family member who is a victim may take time off for any of the following reasons: (1) to seek or obtain, or assist a family member to seek or obtain, medical attention for injuries caused by a qualifying act of violence; (2) to seek or obtain, or assist a family member to seek or obtain, services from a domestic violence shelter, program, rape crisis center or victim services organization or agency as a result of a qualifying act of violence; (3) to seek or obtain, or assist a family member to seek or obtain, psychological counseling or mental health services related to an experience of a qualifying act of violence; (4) to participate in safety planning and take other actions to increase safety from future qualifying acts of violence; (5) to relocate or engage in the process of securing a new residence due to the qualifying act of violence (this includes

securing temporary or permanent housing or enrolling children in a new school or childcare); (6) to provide care to a family member who is recovering from injuries caused by a qualifying act of violence; (7) to seek or obtain, or assist a family member to seek or obtain, civil or criminal legal services in relation to the qualifying act of violence; (8) to prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; and (9) to seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

Bone Marrow and Organ Donation Leave

The School will provide paid time off to employees for bone marrow or organ donation. You may take up to thirty (30) business days in a one-year period for the purposes of organ donation and up to five (5) business days in a one-year period for the purposes of bone marrow donation. An additional unpaid leave of up to 30 business days in a 12-month period may be granted to an employee donating an organ.

To be eligible, employees must have been employed with the School for 90 continuous days immediately preceding the commencement of leave. You are asked to provide reasonable advance notice of the need for leave, and the School may request documentation to confirm that the leave was used for donation purposes and the donation was medically necessary. You will be required to use accrued PTO or paid sick leave during such leave, to the extent allowed by law. Upon return from leave you will generally be returned to your former position or a comparable position, as required by law. Bone marrow/organ donation leave is independent from and does not run concurrently with leave under the FMLA and CFRA leave. Employees are protected against retaliation for participating in this leave of absence.

School Visitation Leave: Family- School Partnership Act

California employees who are Parents, guardians, stepparents, foster parents, grandparents, or an employee who stands in loco parentis to a child may take off up to 40 hours each calendar year as School Visitation Leave. Such leave can be taken to participate in the school activities of the employee's child in a licensed child care facility or grades K-12. The hours that may be taken in any one calendar month to participate in school activities may not exceed eight. School Visitation Leave can also be taken to address the following child care provider or school emergencies: the school or child care provider has requested the child be picked up or has an attendance policy, excluding planned holidays, that prohibits the child from attending or requires the child be picked up; behavioral or discipline problems; natural disasters; or closure or unexpected unavailability of the school or child care provider, excluding planned holidays.

School Visitation Leave is unpaid. Employees must use available accrued PTO during this leave. Reasonable advance notice must be provided. Documentation from the school or licensed child care provider verifying your attendance may also be requested.

Parents or guardians are also entitled to unpaid time off, upon reasonable notice, when required to appear at their child's school because the child has been suspended for certain offenses related to the disruption of school activities or the use of obscenities, vulgarity or profanity.

Leave for Voluntary Emergency Workers

If you are a registered volunteer firefighter, reserve peace officer, or emergency rescue personnel who intends to perform emergency duty during work hours, please alert your supervisor so RPS is aware of the fact that the teammate may have to take time off to perform emergency duty. In the event any teammate needs to take time off for this type of emergency duty, a supervisor must be notified before leaving work. All time off for these purposes is unpaid.

Registered volunteer firefighters, reserve peace officers or emergency rescue personnel are eligible to take temporary unpaid leaves of absence for fire or law enforcement training not to exceed 14 days per calendar year.

Civil Air Patrol Leave

RPS will not discriminate against an employee for membership in the Civil Air Patrol. Additionally, RPS will not retaliate against an employee for requesting or taking Civil Air Patrol leave.

RPS will provide not less than 10 days per year of leave but no more than 3 days at a time to teammates who are volunteer members of the California Wing of the Civil Air Patrol. Employees must have been employed by the School for at least 90 days immediately preceding the commencement of leave, and must be duly directed and authorized by a political entity that has the authority to authorize an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must request leave with as much notice as possible in order to respond to an emergency operational mission of the California Wing of the Civil Air Patrol.

Literacy Leave

Employees are permitted to take unpaid leave to participate in an adult education program for literacy assistance. If an employee needs time off to attend such a program, they should inform their direct supervisor or Human Resources. RPS will make reasonable accommodations for the employee by providing unpaid time off or an adjusted work schedule, provided the accommodation does not impose an undue hardship on RPS. RPS will make reasonable efforts to safeguard the privacy of the employee's enrollment in an adult education program.

Military Spouse Leave

Employees who work an average of at least 20 hours per week may take up to 10 days of unpaid leave when a spouse (or domestic partner, as defined in this Addendum) returns on leave from military duty under certain circumstances. To qualify for leave, the military spouse or domestic partner (the "military member") must be a member of the Armed Forces of the United States, the National Guard or Reserves, who is returning from deployment during a period of military conflict. If the military member is in one of the Armed Forces of the United States, then the member must also have been deployed to an area designated as a combat theater or combat zone by the President of the United States. In addition, employees must provide notice of the intention to take leave within 2 business days of receiving official notice that the military member will be returning on leave and provide written documentation certifying that the military member will be on leave from deployment.

This time off is unpaid; however, employees may use any accrued PTO during this leave. This leave does not affect any other leave-of-absence rights employees may otherwise have under other state or federal laws. Additionally, employees who take this leave are protected by law from retaliation for requesting or taking this leave.

Rehabilitation Leave
Employees who voluntarily wish to enter and participate in an alcohol or drug rehabilitation program will be provided with unpaid time off for Rehabilitation Leave, provided it does not impose an undue hardship on RPS. Any requests for Rehabilitation Leave must be prior to any violation of RPS' internal drug and alcohol policies. An employee may use accrued sick time or vacation/PTO time during Rehabilitation Leave.

RPS' support for treatment and rehabilitation does not obligate RPS to employ any person who violates RPS' drug and alcohol abuse policy or whose job performance is impaired because of substance abuse. RPS is also not obligated to reemploy any person who has participated in treatment or rehabilitation if that person's job performance remains impaired as a result of dependency.

Opportunity to Work

This policy applies to eligible employees working in RPS locations in San Jose, California. Before hiring additional employees, subcontractors, or temporary service or staffing agency employees to work in a San Jose location, RPS will offer additional available hours of work to existing non-exempt, part-time employees at the same San Jose location who, in the RPS' good faith and reasonable judgment, have the skills and experience to perform the work. RPS will use a transparent and nondiscriminatory process to distribute the hours of work among existing eligible employees. RPS is not required to offer such hours to any employee whose acceptance of such hours would require the employee to be compensated at an overtime or other premium rate of pay. RPS will administer this policy in a manner that is intended to comply with the San Jose Opportunity to Work Ordinance. RPS will not tolerate retaliation against any employee for exercising rights available under this policy.

Mandated Reporter Obligations

In California, certain professionals are required to report known or suspected child abuse. Educators, including teachers, aides, school administrators, office workers, and all other employees of public schools are considered "mandated reporters" by law. As an employee of a Rocketship school, or an employee of the Rocketship National office who has regular contact with children, you are a mandated reporter. A mandated reporter must make a report to a "child protective agency" such as the Department of Family and Children's Services and local law enforcement whenever, in their professional capacity and within the scope of employment, they has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been a victim of child abuse.

This "Mandated Reporter Policy" is intended to educate Rocketship school employees of their responsibilities and rights under the Child Abuse and Neglect Reporting Act ("Act"), as well as the procedures for complying with the Act.

When Must You Report?

The Act requires a report to be made when a mandated reporter has a "reasonable suspicion" of abuse. According to CA Penal Code § 11166(a)(1) "reasonable suspicion" means that it is "objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on their training and experience, to suspect child abuse or neglect."

The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an

investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

Under applicable law, when the victim is a child (ordinarily a person under the age of eighteen [18]), the following types of abuse must be reported by all legally mandated reporters.

The perpetrator can be any adult or child, with the exception of a "mutual affray between minors" (i.e., a school yard fight).

Physical Abuse

Physical Abuse means non-accidental bodily injury that has been or is being willfully inflicted on a child. It includes willful harming or injuring of a child or endangering of the person or health of a child defined as a situation where any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation such that their person or health is endangered.

Severe Physical Abuse

Severe Physical Abuse includes any single act of abuse which causes physical trauma of sufficient severity that, if left untreated, would cause permanent physical disfigurement, permanent physical disability, or death; any single act of sexual abuse which causes significant bleeding, deep bruising, or significant external or internal swelling; or repeated acts of physical abuse, each of which causes bleeding, deep bruising, significant external or internal swelling, bone fracture, or unconsciousness.

Neglect

Neglect means the negligent treatment or maltreatment of a child by acts or omissions by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, including physical and/or psychological endangerment. The term includes both severe and general neglect.

Severe Neglect

Severe Neglect includes the negligent failure to protect a child from severe malnutrition or medically diagnosed non-organic failure to thrive and/or to permit the child or the child's health to be endangered by intentional failure to provide adequate food, clothing, shelter or medical care.

General Neglect

General Neglect includes the failure to provide adequate food, shelter, clothing, and/or medical care, supervision when no physical injury to the child occurs.

NOTE: A child receiving treatment by spiritual means or not receiving specified medical treatment for religious reasons, shall not for that reason alone be considered a neglected child. An informed and appropriate medical decision made by a parent or guardian after consultation with a physician or physicians who have examined the child does not constitute neglect. See Assessment of Medical Neglect.

Sexual Abuse

Sexual Abuse is the victimization of a child by sexual activities including, but not limited to sexual assault, rape (statutory rape and rape in concert), incest, sodomy, lewd and lascivious acts upon a child under fourteen (14) years of age, oral copulation, penetration of a genital or anal opening by a foreign object, child molestation and unlawful sexual intercourse. Also, please be aware that it is sexual abuse if the parent or guardian has failed to adequately protect the child from sexual abuse when the parent or guardian knew or reasonably should have known that the child was in danger of sexual abuse.

Sexual Exploitation

Sexual Exploitation involves any person or person who is responsible for a child's welfare who knowingly promotes, aids or assists, employs, uses, persuades, induces or coerces a child, or knowingly permits or encourages a child to engage in, or assists others to engage in, prostitution or live performance involving obscene sexual conduct or to either pose or model alone or with others for the purpose of preparing a film, photograph, negative, slide, drawing, painting or other pictorial depiction involving obscene sexual conduct.

NOTE: Unlawful sexual intercourse is defined as an adult who engages in an act of sexual intercourse with a minor or any person who engages in an act of unlawful sexual intercourse with a minor who is more than three (3) years younger, or a person twenty-one (21) years or older with a minor who is under sixteen (16) years old.

Non-Sexual Exploitation

Non-Sexual Exploitation involves forcing or coercing a child into performing acts which are beyond their capabilities, such as being employed for long hours and/or in a job which is dangerous or beyond their capabilities or forcing or coercing the child into illegal or degrading acts such as stealing, panhandling, and/or drug sales. Generally, these acts benefit the perpetrator in some way.

Emotional Abuse

Emotional Abuse is non-physical mistreatment, the results of which may be characterized by disturbed behavior on the part of the child, such as severe withdrawal, regression, bizarre behavior, hyperactivity, or dangerous acting-out behavior. Such disturbed behavior is not deemed, in and of itself, to be evidence of emotional abuse. Exposure to repeated violent, brutal or intimidating acts among household members (domestic violence) is emotional abuse.

Caretaker Absence

Caretaker Absence is specific to the caregiver's situation rather than to the child's and may be used in addition to general neglect or substantial risk of harm allegations. This allegation type shall be used in either of the following circumstances:

- Caretaker Absence: The child's parent has been incarcerated, hospitalized or institutionalized and cannot arrange for the care of the child; parent's whereabouts are unknown or the custodian with whom the child has been left is unable or unwilling to provide care and support for the child.

- Caretaker Incapacity: The child's parent or guardian is unable to provide adequate care for the child due to the parent or guardian's mental illness, developmental disability or substance abuse.

Procedures for Reporting

(1) The moment you have a reasonable suspicion of abuse, reports must be made immediately or as soon practically possible by phone.

(2) Reports must be made to a county welfare department, probation department (if designated by the county to receive mandated reports), or to a police or sheriff's department.

(a) In the San Jose Area, you can contact the Santa Clara County Department of Family and Children's Services twenty-four (24) hours a day by calling the: Child Abuse and Neglect Center (408) 299-2071

(b) If you are unable to make your report at the number listed above, or you are informed that the incident is one which they will not investigate, please contact the police station closest to your school site.

(3) Within thirty-six (36) hours of the initial phone call, you must mail a written report to the same agency. The written report must be submitted on a Department of Justice Form SS 8572.

(4) If you contact the Santa Clara County Department of Family and Children's Services, mail your written report to: Santa Clara County Department of Family and Children's Services Child Abuse and Neglect Center, 373 West Julian St., Second Floor, San Jose CA 95110

(5) Joint Knowledge

(a) It is the policy of Rocketship that a mandated reporter who is making a report, as required, is also to inform the Principal of the school of the suspected abuse, unless the Principal is the subject of the suspicion. You are not required to identify yourself to the Principal when you inform them. REMEMBER, reporting the information to the Principal or any other person shall not be a substitute for your making a mandated report to one of the agencies specified above.

(b) However, when two (2) or more persons who are mandated reporters jointly have knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report and written report may be made by a single member of the team. Any member of a team who has knowledge that the member designated to report failed to do so must thereafter make the report themselves.

(6) Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.
(7) After the report is made, Child Protection workers and/or law enforcement officers may contact you to gather additional information to aid in their investigation. You may have knowledge about the child and/or family which can aid the investigators in making accurate assessments and providing appropriate services. After the investigation has been completed or the matter reaches a final disposition, the investigating agency shall inform the mandated reporter of the results of the investigation and any action the agency is taking.
(8) Immunity from Liability. Mandated reporters have immunity from criminal or civil liability for reporting as required, unless the report is proven to be false and the person reporting knows it is false, or the report is made with reckless disregard of the truth or falsity of the incident. Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and disseminating the photograph with the report.
(9) No supervisor or administrator may impede or inhibit a report or subject the reporting person to any sanction.
(10) The identity of the reporting party and the contents of the child abuse report are confidential and may only be disclosed to specified persons and agencies.
(11) In the event a civil action is brought against a mandated reporter as a result of a required or authorized report, they may present a claim to the State Board of Control for reasonable attorney's fees incurred in the action if they prevail in the action or the court dismisses the action.
(12) Failure to report suspected abuse is a misdemeanor punishable by imprisonment or fine or both.

Training

RPS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code § 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination, at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk

assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

DISTRICT OF COLUMBIA ADDENDUM

This District of Columbia Addendum ("Addendum") to the Rocketship Education d/b/a Rocketship Public Schools ("Rocketship," "RPS," or the "School") Employee Handbook is applicable to all School employees regularly working in the District of Columbia. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Employee Handbook and shall apply as required by District of Columbia or applicable local law.

Important Note: This Addendum, along with the Employee Handbook, is a general guideline and is not a contractor nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Employee Handbook affects the at-will employment relationship described in the Employee Handbook. Just as any employee has the right to end their employment with the School at any time, for any reason or no reason, the School has the right to terminate an employee's employment at any time, for any reason or no reason, with or without notice or cause. The relationship between the School and each of its employees is at-will.

The School reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Employee Handbook should discuss them with the Human Resources Department.

Equal Employment Opportunity Policy

In addition to the categories protected under federal laws and as set forth in the Employee Handbook, it is the policy of the School to prohibit discrimination, harassment or retaliation against an employee based on all categories protected under District of Columbia laws or ordinances including race, color, religion, sex (including pregnancy, childbirth or related medical conditions, breastfeeding and reproductive health decisions), national origin, disability, age (18 and over), personal appearance, sexual orientation, gender identity or expression, marital status, family responsibilities, matriculation (e.g., being enrolled in a college or university or in a business, nursing, professional, secretarial, technical or vocational school), political affiliation, genetic information (including family medical history), lawful use of tobacco products, source of income, place of residence or business, unemployment status, homeless status or status as a victim or the family member of a victim of domestic violence, a sexual offense or stalking.

Reasonable Accommodations

An employee may request a reasonable accommodation due to pregnancy, childbirth, breastfeeding or related medical conditions related to pregnancy and/or childbirth and RPS will explore all possible means of providing the reasonable accommodation, so long as the reasonable accommodation does not impose an undue hardship on the School's operations. RPS will consider a variety of options in order to comply with a request for a reasonable accommodation including, for example: more

frequent or longer breaks; time off for pre-birth complications or to recover from childbirth; new or modified equipment or seating; temporary transfers to less strenuous or hazardous work or other job restructuring; refraining from heavy lifting; relocating the employee's work area; and providing private non-bathroom space for expressing breast milk.

If an employee seeks to exercise their right to seek an accommodation under this policy, RPS will not interfere with, restrain, deny the exercise or deny the attempt to exercise such right. Nor will RPS require an employee to accept an accommodation the employee chooses not to accept or require an employee to take leave when a reasonable accommodation can be provided.

D.C. Paid Sick and Safe Leave

RPS will comply with the requirements of the District of Columbia Accrued Sick and Safe Leave Act (the "Law") applicable to employees working in Washington, D.C. **This policy will apply to eligible employees in Washington, D.C. to the extent that they otherwise would not have paid time off in an amount that meets or exceeds the requirements of the Law.** To the extent that there are inconsistencies with the terms of RPS's PTO and Sick Leave policies, the terms of this policy will apply to the use of sick and safe leave.

In Washington, D.C., eligible employees will accrue paid sick leave benefits that may be used:

- For the employee's own illness, injury or health condition;
- To obtain a medical diagnosis or preventative care for the employee;
- To care for a family member (spouse, domestic partner, parent, child, parent-in-law, son- or daughter-in-law, sibling or sibling's spouse, person in a committed relationship with the employee and sharing the employee's residence for at least 12 months) with an illness, injury or health condition;
- To obtain a medical diagnosis or preventative care for the employee's family member; or
- For reasons related to the employee or their family member being a victim of domestic violence, sexual assault or stalking.

Eligible employees in Washington, D.C., will accrue paid sick leave at a rate of one (1) hour of paid sick leave for every 37 hours worked up to a maximum of seven (7) days of leave per calendar year. Employees begin accruing leave upon the start of employment but may not use such paid sick leave until after they have completed 90 days of employment. Accrued but unused paid sick leave will carry over from one year to the next, but will not be paid out upon termination or resignation of employment. However, if you are rehired within one year, your unused sick leave time will be reinstated.

When the need for sick leave is foreseeable, an employee requesting such leave shall provide RPS with at least 10 days' advance written notice of the intention to take leave, including the expected duration of the absence. Employees must make a reasonable effort to schedule leave in a manner that does not unduly disrupt RPS' operations. If the need for leave is unforeseeable, the employee must provide notice of their intent to take leave by the beginning of the first day of leave, or as soon as practicable, or within 24 hours of the onset of an emergency, whichever is sooner. RPS may require verification of the need for leave, consistent with applicable law.

Employees who take sick and safe leave for 3 or more consecutive days may be required to provide reasonable certification of the need for leave, including, for example, a signed document from a health

care provider, a police report, a court order or a signed statement from a victim or witness advocate or domestic violence counselor. Where RPS' existing leave policies provide different certification requirements, the requirement that is least onerous for the employee will be used.

RPS will not interfere with, restrain or deny an employee's use of leave under this policy. Further, employees are protected from retaliation for requesting or taking leave available under this policy, for raising a complaint or concern about this policy, or for filing or cooperating in the investigation of a complaint under this policy. If you believe you have been retaliated against in violation of this policy, please contact Human Resources.

Family Medical Leave

We recognize that an employee may need to be absent from work for an extended period of time for family and/or medical reasons. Accordingly, the School will grant time off to employees in accordance with the requirements of the federal Family and Medical Leave Act (Fed-FMLA) and the District of Columbia Family and Medical Leave Act (DC FMLA). Where both the Fed-FMLA and DC FMLA apply, the leave provided by each will count against the employee's entitlement under both laws and must be taken concurrently. An employee who is eligible for leave under only one of these laws will receive benefits in accordance with that law only.

The following policy addresses employee rights under the DC FMLA. Employees should refer to the National Handbook for additional detail regarding the Fed-FMLA. All questions concerning this policy should be directed to the Human Resources Department.

DC FMLA Leave Entitlement and Eligibility

Employees who have been employed by the School for at least 12 consecutive or non-consecutive months (including any holiday, sick or personal leave) in the seven years preceding a leave request, worked for at least 1,000 hours during the 12-month period immediately preceding a leave request and work in the District of Columbia are entitled to 16 workweeks of unpaid family leave and 16 workweeks of unpaid medical leave within a 24-month period.

For purposes of this policy, a "**serious health condition**" means a physical or mental illness, injury, or impairment that involves inpatient care in a hospital, hospice, or residential health care facility, or continuing treatment or supervision at home by a health care provider or other competent individual.

Terms of Family Leave

Family leave may be used for the birth of a child of the employee, the placement of a child with the employee for adoption or foster care, placement of a child with the employee for whom the employee permanently assumes and discharges parental responsibility or for the care of a family member who has a serious health condition.

For purposes of this policy, a "family member" includes: (1) a person to whom the eligible employee is related by blood, legal custody or marriage (including same-sex marriage); (2) foster child; (3) a child who lives with an eligible employee and for whom the employee permanently assumes and discharges parental responsibility; or (3) a person with whom the employee shares or has shared, within the last year, a mutual residence and with whom the employee maintains a committed relationship. A "child" includes a person under the age of 21, a person, regardless of age, who is substantially dependent on the employee due to a physical or mental disability or a person under the age of 23 who is a full-time

student at an accredited college or university. A "committed relationship" is a domestic partnership (as defined in section 2(4) of the Health Care Expansion Act of 1992; D.C. Official Code § 32-701(4)).

If two family members are employed by the School, the School may limit the total number of family leave workweeks to which the family members are entitled during the 24-month period to 16 workweeks. The School may also limit the number of workweeks to which family members may take family leave simultaneously during the 24-month period to four workweeks.

The entitlement to family leave expires 12 months after the birth or placement of the child with the employee.

Employees must provide timely notice to their supervisor, either 30 days prior to the commencement of the leave or as soon as possible prior to the date on which the employee wishes the leave to begin if the leave was not foreseeable. If an emergency prevents the employee from notifying the School until the first day of leave, the employee must notify the School no later than two business days after the absence begins. In addition, employees must make a reasonable effort to schedule planned medical treatment in a manner that does not disrupt School operations.

When an employee's covered family member has a serious health condition, leave may be taken intermittently when medically necessary. With approval, family leave may be taken on a reduced leave schedule, during which time the 16 workweeks of family leave may be taken over a period not to exceed 24 consecutive workweeks.

Family leave is unpaid unless the employee elects to substitute paid time off, including paid sick leave, if applicable. The use of paid time off or paid sick leave will count towards the employee's 16 workweeks of family leave entitlement, however, such time will not extend the leave time beyond 16 workweeks.

Terms of Medical Leave

If an employee becomes unable to perform the functions of his or her position because of a serious health condition, he or she will be entitled to medical leave for the time that he or she is unable to perform the functions, except that the leave must not exceed 16 workweeks during any 24-month period. This leave may be taken intermittently when medically necessary.

If an employee takes leave because of his or her own health condition, the School may request that the employee temporarily transfer to an available alternative position which better accommodates the recurring leave and has equivalent pay and benefits.

If the need for medical leave is foreseeable, employees must provide reasonable prior notice and make a reasonable effort to schedule planned medical treatment in a manner that will not disrupt School operations.

Medical leave is unpaid except that employees may elect to substitute paid medical or sick leave and, with approval, may substitute accrued vacation, personal or compensatory time for any part of the unpaid medical leave. The use of paid time off will count towards the employee's 16 workweeks of medical leave entitlement.

Alternative Employment in Lieu of Leave

The School may agree to allow alternative employment in lieu of leave for the duration of the employee's serious health condition. Any period of alternative employment will not count against the 16 weeks of family or medical leave to which the employee is entitled. When an employee who agreed to alternative employment becomes able to perform the duties of the original position, the employee will be restored to that original position or an equivalent position with equivalent employment benefits, pay, seniority and other terms and conditions of employment.

Medical Certification

Leave taken due to the serious health condition of an employee or covered family member must be supported by a certification from a health care provider. Employees seeking medical leave must submit the certification within 15 days of receiving an eligibility letter. If the School has reason to doubt the validity of the certification provided by the employee, the School may require a second opinion from a health care provider approved by the School and at the School expense. If the employee's health care provider and the health care provider providing the second opinion do not agree, the School may require a third opinion, also at the School's expense, performed by a mutually agreeable health care provider who will make the final determination.

The School may require recertification on a reasonable basis and, before permitting the employee to return, may require the employee to provide medical certification that he or she is able to return to work.

Benefits and Reinstatement

During family or medical leave, employees are entitled to the continuation of available group health benefits under the same terms and conditions as if the employee had not taken leave. In other words, the employee must continue to pay their portion of premium contributions during the leave. Employees are not entitled to accrue any seniority or employment benefits during leave.

Upon return from leave, an employee usually will be restored to their prior position or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment. An employee has no greater right to continued employment or reinstatement than if the employee had been continuously employed. For example, employment may be terminated in conjunction with a layoff or job elimination during a leave of absence the same as if the employee was not on leave.

Certain highly compensated employees may be denied reinstatement if necessary to prevent substantial economic injury to the School's operations.

Confidentiality

Documents relating to medical certifications or recertifications of employees or employees' family members will be kept confidential.

Fraudulent Use of DC FMLA Prohibited

An employee who fraudulently obtains leave under this policy may be subject to disciplinary action.

Nondiscrimination/Anti-Retaliation

The School will not interfere, restrain or deny the exercise of any rights provided under this policy. If an employee believes that their leave rights have been violated in any way, they should immediately report the matter to the Human Resources Department.

Paid Family Leave

All eligible Washington, D.C. employees (full or part-time) are entitled to take paid leave under the District of Columbia Uniform Paid Leave Act ("UPLA"). This benefit is administered by the District of Columbia Department of Employment Services ("DOES"). Eligibility and benefits are determined solely by DOES and not by RPS.

Effective, October 1, 2022, under the UPLA, an eligible employee may receive the following benefits:

- 12 weeks to bond with a new child;
- 12 weeks to care for a family member with a serious health condition; and
- 12 weeks to care for a worker's own serious health condition.
- 2 weeks prenatal leave

Pursuant to the UPLA, bonding leave includes:

- The birth of a child;
- The placement of a child from adoption or foster care into their household; or
- The placement of a child into their household that they legally assume and discharge parental responsibility over.

Some, but not all, UPLA leave also may be covered by the Family and Medical Leave Act (FMLA), if applicable. Leave that qualifies under both policies runs concurrently and will be subject to the requirements of both the FMLA and UPLA policies.

For purposes of this District of Columbia UPLA, a "family member" means: (i) a biological, adopted, foster or step child (including a child of a domestic partner); a legal ward; or someone to whom an employee acts as parent; (ii) a biological, foster or adopted parent, a parent-in-law, a stepparent, a legal guardian or other person who acted as a parent to the employee when the employee was a child; (iii) a domestic partner or spouse; (iv) a grandparent; or (v) a sibling.

If you believe you have experienced an event that may qualify for parental, family, or medical leave benefits, you can learn more about applying for benefits with the Office of Paid Family Leave at dcpaidfamilyleave.dc.gov.

Note, that the UPLA leave is not job protected leave. It is solely a benefit administered by DOES to qualifying employees. An employee may be entitled to job protected leave under other applicable law.

Voting Leave

Upon request, Washington, D.C. employees are permitted to take up to two (2) hours of paid leave from their scheduled working shift to vote. Employees must submit a request for leave in a reasonable time in advance of the date the employee wishes to vote. RPS may specify the hours during which the employee takes paid leave to vote, including requiring the employee to vote during

the early voting period instead of on Election Day or to vote at the beginning or end of the employee's working shift. RPS will not interfere with, restrain or deny any attempt to take leave under this policy, nor retaliate against any employees for requesting or taking paid leave to vote.

School Activities Leave

RPS will grant Washington, D.C. employees who are parents, guardians, aunts, uncles, grandparents, step-parents, legal guardians or custodians of school-age children up to twenty-four (24) hours of unpaid leave during any 12-month period to attend or participate in a school-related event (including a full day off to participate in school related Emancipation Day activities) in which the employee's child is a participant or a subject. When possible, ten (10) calendar days' advance notice is required. Employees may use accrued paid time off for this purpose. Leave may be denied if it would unduly disrupt RPS' business.

Jury Duty Leave

Eligible Washington, D.C. employees are entitled to up to five (5) days paid leave for grand jury or petit jury duty, less any fees received from the court. RPS will not deprive an employee of employment, threaten or otherwise coerce an employee with respect to employment because the employee receives a summons, responds to a summons, serves as a juror or attends court for prospective jury service.

Privacy of Wage or Salary Information

Employees (other than persons with regular access to information regarding the wages of other employees in the course of the employee's work, such as a human resources employee) shall not be prohibited from voluntarily inquiring about, disclosing, comparing, or otherwise discussing the employee's wages or the wages of another employee. Notwithstanding the foregoing, no employee is required to disclose wage information in response to an inquiry by another employee and RPS is not obligated to disclose the wage information of one employee to another.

Mandated Reporter Obligations

Personnel Required to Make a Report: Pursuant to DC Code §4-1321.02(b), all school officials, teachers, nurses, coaches, social service workers, mental health professionals, and other Rocketship staff members are required to report abuse and neglect in accordance with Section II of this policy. As an employee of a Rocketship Education school, or an employee of the Rocketship Network Support office who has regular contact with children, you are a Mandated Reporter.

When Must You Report?

Rocketship personnel described in the Section above must make a report when they know or suspect that a child known to them in their professional or official capacity has been or is in immediate danger of being suspected of any of the following:

Mental Injury

Harm to a child's psychological or intellectual functioning due to another individual's

acts or omissions.

Physical Abuse

Physical harm or threatened harm to a child, other than by accident, perpetrated by another individual.

Physical assault

Any physical contact with another person without their consent.

Neglect

Harm or threatened harm to a child's health or welfare due to a parent or caregiver's failure to provide adequate food, shelter, clothing, medical care, or access to education.

Sexual Abuse

Sexual contact or sexual penetration with a child.

Sexual Exploitation

Allowing, permitting, or encouraging a child to engage in prostitution or to be depicted in a sexual act.

Sexual Assault

Illegal sexual contact that usually involves force or that is inflicted upon a person who is incapable of giving consent (because of age or physical or mental incapacity).

Exposure to illegal drug-related activity

Ingestion of illegal drugs due to guardian's negligence or regular exposure to illegal drug-related activity in the home.

Exposure to domestic violence

Witnessing physical, sexual, and/or psychological abuse to an individual perpetrated by that individual's current or former intimate partner.

Additionally, personnel must make a report when they know or suspect that a student has been injured by a bullet, knife, or other sharp object. Personnel must also report any suspected corporal punishment committed by another staff member. Reports must be made immediately upon learning of the suspected abuse or neglect. Personnel must make a report when they suspect a student is being subjected to abuse or neglect, even if they are not conclusively sure. Personnel cannot be punished or disciplined for the good faith filing of a report required by the mandated reporter law or for cooperating with an investigation.

Procedures for Reporting

Reports must be made to either the D.C. Metropolitan Police Department (MPD) or the Child and Family Services Agency (CFSA) at (202)671-SAFE (7233).

After making a report to MPD or CFSA, personnel must notify the school principal so that they can fulfill their legal obligation to also file a report (described below). Personnel must refrain from investigating the suspected abuse themselves, including any questioning of the suspected victim, abuser, or witnesses. If a staff member believes that someone else has already reported the alleged abuse or neglect, they must still file a report with MDP or CFSA. Notifying the Principal or other school personnel does not satisfy a staff member's legal obligation to file a report. Pursuant to DC Code § 4-1321.02(b), both the person who initially suspects the abuse or neglect and the school principal (or a designee of the principal) must report each suspected instance of abuse or neglect.

Consequences for Failing to File a Report

The penalty under DC law for failing to make a report is a fine of up to $300 or imprisonment for up to ninety (90) days, or both.

TENNESSEE ADDENDUM

This Tennessee Addendum ("Addendum") to the Rocketship Education d/b/a Rocketship Public Schools ("Rocketship," "RPS," or the "School") Employee Handbook is applicable to all School employees regularly working in Tennessee. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Employee Handbook and shall apply as required by Tennessee or applicable local law.

Important Note: This Addendum, along with the Employee Handbook, is a general guideline and is not a contractor nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Employee Handbook affects the at-will employment relationship described in the Employee Handbook. Just as any employee has the right to end their employment with the School at any time, for any reason or no reason, the School has the right to terminate an employee's employment at any time, for any reason or no reason, with or without cause. The relationship between the School and each of its employees is at-will.

The School reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Employee Handbook should discuss them with Human Resources.

Meal Periods

Employees who work six (6) hours or more in a day will be provided with a thirty (30) minute unpaid duty-free meal break. Meal breaks will not be scheduled before or during the first hour of work. An exception to this policy may apply when the nature of an employee's position allows them ample opportunity to rest or take an appropriate break.

Overtime Pay

RPS provides compensation for all overtime hours worked by nonexempt employees in accordance with applicable law. Tennessee nonexempt employees will receive overtime for all hours worked beyond 40 in any work week at a rate of one and one-half (1.5) times the employee's regular rate of pay.

Lactation Accommodation

Employees who desire to express breast milk during working hours will be provided with a private place, other than a toilet stall, to do so during their regularly scheduled rest or meal periods. In the event that such an employee requires additional time other than the scheduled rest or meal periods, the School will provide the employee with additional unpaid time for expressing breast milk. The School is not required to provide such break time if doing so would unduly disrupt the School's operations.

Family Care and Medical Leave

A Tennessee employee who has been employed with the School for 12 consecutive months is eligible for up to four months of unpaid leave for adoption, pregnancy, childbirth and nursing the infant.

Employees taking leave under this policy must provide at least three months' notice of the intended date of leave, date of return and intention to return to full-time work at the end of the leave, except in emergency circumstances. The School may require verification of the need for leave under this policy. Employees taking leave under this policy must pay the School the amount of the cost of healthcare premiums for the employee for the anticipated duration of the leave. No employee will be retaliated against for taking leave available under this policy. The School will restore the employment of employees taking leave under this policy upon their return from leave in accordance with the requirements of Tennessee law. Leave available under this policy will run concurrently with any available under the federal FMLA to the fullest extent allowed under Tennessee law.

Military Leave

Tennessee employees who are called or ordered to report for military service, including annual field training, in the service of the National Guard, State Guard, or Civil Air Patrol may be eligible to take an unpaid leave of absence for the period of such service. Leave taken under this policy is unpaid; however, employees may – but are not required to – use any accrued paid time off available during this leave, if applicable. No employee will be retaliated against for taking leave available under this policy. Employees returning from this leave are eligible for reinstatement, in accordance with the requirements of Tennessee law.

Emergency Response Leave

Tennessee employees may take unpaid leave to act as a volunteer firefighter or a volunteer rescue squad worker in response to an emergency. Employees must notify the School in advance that they are emergency responders and must give notice of the need for emergency leave as soon as practicable, including the probable length or duration of such leave. The School may require employees to provide written verification of their need for such leave. Active volunteer firefighters may be eligible to take time off with pay, and without being required to use their accrued paid time off, if applicable, for their next scheduled work period within twelve (12) hours following such emergency or a fire call if the employee assisted in fighting the fire for more than four (4) hours.

Jury Duty Leave

The School will pay eligible Tennessee employees who are called to serve on a jury while they serve on and travel to jury duty. Employees employed on a temporary basis for fewer than six (6) months are not eligible to be paid for jury duty leave, but may take leave for jury duty service on an unpaid basis.

Eligible employees shall be paid their regular hourly rate of pay, minus any jury duty fees, for all time spent traveling to and from jury duty, as well as all actual time spent serving on the jury during normal work hours. To the extent that jury duty does not overlap with the employee's regularly scheduled hours of work, the employee is not eligible to be paid for jury service.

Employees who serve on a jury for over three (3) hours on a single day are not required to report to work that day. Employees scheduled to work overnight hours are not required to work the night before the first day of scheduled jury duty, or any shift occurring within 24 hours of jury duty. However, employees who decide to not report to work before or after jury duty will not be paid, unless otherwise required by applicable law.

Voting Leave

If a Tennessee employee who is a registered voter does not have sufficient time outside of their working hours within which to vote in any election, they may take up to three (3.0) hours of time off without loss of regular pay to vote. The time off shall be either at the beginning or the end of the employee's workday, as the School may designate, unless otherwise mutually agreed. An employee wishing to request this voting time leave must provide notice of their request by Noon on the day before the election. Any employee who has three hours of non-working time before or after their regular shift while the polls are open is not eligible for voting leave. Tennessee employees are reminded and encouraged to take advantage of the availability of early voting or vote-by-mail opportunities in their local jurisdiction.

Employees who serve as part-time voting machine technicians appointed by the county election commission may take unpaid leave for the time required to perform their technical voting machine duties. The School may require employees to provide written verification of the need for such leave.

Weapons and Firearms, Violence in the Workplace Policies

To the full extent permissible under law, employees are prohibited from possessing or carrying weapons while on School property, in a School-owned vehicle, while performing School business.

Abusive Conduct Prevention Policy

Statement of Commitment, Values, and Purpose

The School is firmly committed to a workplace atmosphere of respect, collaboration, openness, safety and equality, and free from abusive conduct. We strive to provide high quality education in a safe environment. All employees have the right to be treated with dignity and respect. All complaints of negative and inappropriate workplace behaviors will be taken seriously and followed through to resolution. Employees who file complaints will not suffer negative consequences for reporting others for inappropriate behavior.

This policy applies to any sponsored program, event or activity including but not limited to sponsored recreation programs and activities, as well as the performance by supervisors and employees of their employment related duties. The policy includes electronic communications by any employee as well.

Definition of Abusive Conduct

Abusive conduct includes acts or omissions that would cause a reasonable person, based on the severity, nature, and frequency of the conduct, to believe that an employee was subject to an abusive work environment, which can include but is not limited to:

- Repeated verbal abuse in the workplace, including derogatory remarks, insults, and epithets;
- Verbal, nonverbal, or physical conduct of a threatening, intimidating, or humiliating nature in the workplace; or
- The sabotage or undermining of an employee's work performance in the workplace.

A single act generally will not constitute abusive conduct, unless such conduct is determined to be severe and egregious.

Abusive conduct does **not** include:

- Disciplinary procedures in accordance with adopted policies of the School
- Routine coaching and counseling, including feedback about and correction of work performance
- Reasonable work assignments, including teaching, classroom, student supervision and overtime assignments
- Individual differences in styles of personal expression
- Passionate, loud expression with no intent to harm others
- Differences of opinion on work-related concerns
- The non-abusive exercise of managerial prerogative

Employer Responsibility

Supervisors and others in positions of authority have a particular responsibility to ensure that healthy and appropriate behaviors are exhibited at all times and that complaints to the contrary are addressed in a timely manner. Supervisors will:

- provide a working environment as safe as possible by having preventative measures in place and by dealing immediately with threatening or potentially violent situations;
- provide good examples by treating all with courtesy and respect;
- ensure that all employees have access to and are aware of the abusive conduct prevention policy and explain the procedures to be followed if a complaint of inappropriate behavior at work is made;
- be vigilant for signs of inappropriate behaviors at work through observation and information seeking, and take action to resolve the behavior before it escalates;
- respond promptly, sensitively and confidentially to all situations where abusive behavior is observed or alleged to have occurred.

Employee Responsibility

Employees shall treat all other employees with dignity and respect. No employee shall engage in threatening, violent, intimidating or other abusive conduct or behaviors. Employees are expected to assume personal responsibility to promote fairness and equity in the workplace and report any incidents of abusive conduct in accordance with this policy. Employees should cooperate with preventative measures introduced by supervisors and recognize that a finding of unacceptable behaviors at work will be dealt with through appropriate disciplinary procedures.

Retaliation

Retaliation is a violation of this policy. Retaliation is *any* act of reprisal, interference, restraint, penalty, discrimination, intimidation, or harassment against an individual or individuals exercising rights under this policy.

Complaint Process

Reporting

Employees: Any employee who feels they have been subjected to abusive conduct is encouraged to report the matter orally or in writing to a supervisor, including their supervisor, the next level of management, or to the Human Resources office. Any employee seeking to file a complaint should

ensure the complaint consists of details of each incident of abusive conduct including dates, times, locations and any witnesses.

Witnesses: An employee who witnesses or is made aware of behavior that may satisfy the definition of abusive conduct (as defined above) should report any and all incidents as set forth herein.

Supervisors: Supervisors must timely report known incidents involving workplace abuse, intimidation, or violence to Human Resources. Supervisors and appointing authorities are required to take reasonable steps to protect the complainant, including, but not limited to, separation of employees involved.

Employees should also refer to the Internal Complaint Review Policy set forth in the main Employee Handbook.

Investigation & Corrective Action

Investigations of abusive conduct shall be conducted as soon as practicable and in accordance with the policies and practices of the School. The investigation will be conducted thoroughly, objectively, with sensitivity, and with due respect for all parties. To the extent permitted by law, the School will maintain the confidentiality of each party involved in an abusive conduct investigation, complaint or charge, provided it does not interfere with the ability to investigate the allegations or to take corrective action. The person complained against will be notified that an allegation has been made against them and informed of the investigative procedure.

In the event of a finding of abusive conduct, the School will take immediate and appropriate corrective action. Remedies may be determined by weighing the severity and frequency of the incidences of abusive conduct and in accordance with existing disciplinary policies of the School.

Mandated Reporting Policy

In Tennessee, certain professionals are required to report known or suspected child abuse and neglect. School teachers, administrators, counselors and staff are legally mandated reporters. As an employee of a Rocketship Education school, or an employee of the Rocketship Network Support office who has regular contact with children, you are a Mandated Reporter.

This “Mandated Reporter Policy” is intended to inform Rocketship Education employees of their responsibilities and rights under Tennessee Code Annotated, Title 37, Chapter 1, Part 4, as well as the procedures for complying with the statute.

What Types of Abuse Must Be Reported?

Under state law, child abuse is defined as any wound, injury, disability, or physical or mental condition that is of such nature as to reasonably indicate that it has been caused by brutality, abuse, or neglect or that, on the basis of available information, reasonable appears to have been caused by such. For practical purposes, the descriptions of abuse under the California section of this handbook also apply in Tennessee.

Possible indicators of abuse or neglect may include:

- The child has repeated injuries that are not properly treated or adequately explained.
- The child begins acting in unusual ways ranging from disruptive and aggressive behaviors to passive and withdrawn behaviors.

- The child acts in the role of parent toward their brothers and sisters or even toward their own parents.
- The child may have disturbed sleep (nightmares, bed wetting, fear of sleeping alone, needing a nightlight, etc.).
- The child loses their appetite, overeats, or may report being hungry.
- There is a sudden drop in school grades or participation in activities.
- The child may act in stylized ways, such as sexual behavior that is not normal for their age group.

Procedures for Reporting:

1. The moment you have a reasonable cause to suspect abuse or neglect or the threat of abuse or neglect, you must immediately inform, by telephone or personally, the county department, a licensed child welfare agency or the police department of the facts and circumstances contributing to a suspicion of abuse.
2. In the Nashville Area, you can contact the: Department of Children's Services, Central Intake (877) 237-0004 or (877) 54ABUSE [(877) 542-2873] or Metro Nashville Police Department (615) 862-8600. If you feel that the child is in immediate danger, please dial 911.
3. Joint Knowledge
    1. It is the policy of Rocketship Education to report suspicion of abuse to the Principal of the school, unless the Principal is the subject of the suspicion. REMEMBER, reporting the information to a supervisor, principal, coworker or any other person shall not be a substitute for making a mandated report to one of the agencies specified above.
    2. All mandated reporters with knowledge should make a report.
    3. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.
4. Reporting Abuse to Parents or Legal Guardians
    1. If a teacher, school official or other school personnel makes a report as required by this policy and has reasonable cause to assume that the abuse occurred on school grounds or while the child was under supervision or care of the school (including transportation to and from school), the Principal or Assistant Principal shall verbally notify the parent or legal guardian of the student that a report has been made. The Principal shall also provide other information relevant to the future well-being of the child while under the supervision or care of the school to the parent or legal guardian within twenty-four (24) hours. Such notice shall not be sent to any parent or legal guardian if there is reasonable cause to believe that such parent or legal guardian may be the perpetrator or in any way responsible for the child abuse or child sexual abuse. If the Principal is the suspected abuser, the reporting person shall make efforts not to involve the suspect in the conversation with the parent or guardian.
    2. Once notice is sent, the Principal shall provide to the parent or legal guardian all school information and records relevant to the alleged abuse or sexual abuse, if requested by the parent or legal guardian, provided such information is edited to protect the confidentiality and identity of the person who made the report, or other person whose life or safety may be endangered by the disclosure, and any information made confidential by federal law.
5. Within a six (6) hour period of reporting the neglect and/or abuse to the authorities, the reporting person(s) shall make a written summary of their report. One copy shall be retained in the Principal's office, unless the Principal is the suspected abuser, and the person making the report shall keep one copy. Nothing in the reporting procedures shall eliminate the staff member's legal responsibility to directly make a report to the authorities stated above.

What Should the Report Include?

A report of child abuse shall include, to the extent known, the following:

- The name, address and age of the child
- The name and address of the person(s) responsible for the care of the child
- The nature and extent of the abuse or neglect
- Any other pertinent information that may relate to the cause or extent of the abuse or neglect.

Immunity and Confidentiality

By law, the person reporting in good faith shall be immune from any civil or criminal action and their identity shall remain confidential except when the juvenile court determines otherwise.

Abuse and neglect reports are not part of the educational record and shall be maintained separately from the educational record in a secured location. They are not subject to the disclosure and other requirements of the Federal Education Rights and Privacy Act (FERPA).

Failure to Report

Any person who knowingly fails to make a report required by § 37-1-403 commits a Class A misdemeanor.

Making False Reports

Any person who either verbally or by written or printed communication knowingly and maliciously reports, or causes, encourages, aids, counsels or procures another to report a false accusation of child sexual abuse or false accusation that a child has sustained any wound, injury, disability or physical or mental condition caused by brutality, abuse or neglect commits a Class E felony.

WISCONSIN ADDENDUM

This Wisconsin Addendum ("Addendum") to the Rocketship Education d/b/a Rocketship Public Schools ("Rocketship," "RPS," or "School") Employee Handbook is applicable to all RPS employees regularly working in Wisconsin. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Employee Handbook and shall apply as required by Wisconsin or applicable local law.

Important Note: This Addendum, along with the Employee Handbook, is a general guideline and is not a contract nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Employee Handbook affects the at-will employment relationship described in the Employee Handbook. Just as any employee has the right to end their employment with RPS at any time, for any reason or no reason, RPS has the right to terminate an employee's employment at any time, for any reason or no reason, with or without cause. The relationship between RPS and each of its employees is at-will.

RPS reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Employee Handbook should discuss them with the Human Resources Department.

Equal Employment Opportunity

In addition to the categories listed in the Handbook, Wisconsin law prohibits discrimination and harassment against any employees or applicants for employment based on race, color, creed, national origin, ancestry, age (over 40), sex (including pregnancy, childbirth, maternity leave or related condition), marital status, sexual orientation, certain arrest or conviction records, military service, use or nonuse of lawful products outside of work, disability and genetic information. The School also prohibits discrimination against an employee or applicant because that person declines to attend a meeting or participate in any communication about religious or political matters. The School will not require an applicant or employee to submit to a lie detector test, except under limited circumstances and in accordance with applicable law .

Overtime Pay

RPS provides compensation for all overtime hours worked by nonexempt employees in accordance with applicable law. Wisconsin nonexempt employees will receive overtime for all hours worked beyond 40 in any work week at a rate of one and one-half (1.5) times the employee's regular rate of pay.

Personnel Files

Upon written request from an employee or the employee's designated representative, RPS will permit a Wisconsin employee to review information in their personnel file up to two (2) times per calendar year, subject to certain limited exceptions. Copies of the file's contents may be requested; however, RPS may charge the employee for the actual costs of duplicating the information.

If an employee disagrees with information in the personnel file and RPS and employee cannot reach an agreement about the removal or correction of the information in question, the employee may submit a written rebuttal that will be maintained in the personnel file.

Wisconsin Family Leave Act

Under the Wisconsin Family and Medical Leave Act ("WFMLA"), Wisconsin employees who have been employed for fifty-two (52) consecutive weeks and has worked at least 1,000 hours in the preceding 12-month period is eligible for leave for any of the following reasons:

- Six (6) weeks leave for the birth or adoption of a child, to be taken within sixteen (16) weeks of the child's birth or adoption
- Two (2) weeks leave to care for the employee's own serious health condition or the serious health condition of a spouse, domestic partner, child or parent of the employee

A maximum of eight (8) total weeks of leave may be taken under the WFMLA for any combination of reasons permitted in a given calendar year. Leave under the federal Family and Medical Leave Act ("FMLA") runs concurrently with leave under the WFMLA to the extent both apply. However, an employee may be eligible for leave under the WFMLA, even if the employee is not eligible for or has exhausted leave under the federal FMLA.

See the Family Care and Medical Leave policy in the main Employee Handbook for additional provisions related to leave under the FMLA and WFMLA.

Employees taking leave under this policy must provide advance notice of the intended dates of leave, except in emergency circumstances. The School may require certification of the need for leave under this policy, including written certification from a health care provider that identifies the probable duration of the leave. The School will maintain an employee's existing benefit selections while on leave under this policy on the same terms as if the employee had continued to work.

Leave under this policy is unpaid. No employee will be retaliated against for taking leave available under this policy. The School will restore the employment of employees taking leave under this policy upon their return from leave in accordance with the requirements of Wisconsin law.

Military Leave

A Wisconsin employee who is a member of the National Guard, state defense forces, the Wisconsin Laboratory of Hygiene or the U.S. Armed Forces and who is ordered to report for active duty, active state service or to assist with an emergency may take an unpaid leave of absence for this service. An employee must notify Human Resources as soon as possible after learning of the need to take leave and RPS may require documentation to support the need for leave under this policy. No employee will be retaliated against for taking leave available under this policy.

Emergency Response Leave

Wisconsin employees may take unpaid leave to act as volunteer firefighters, emergency medical technicians, first responders or ambulance drivers for a volunteer fire department in response to an emergency. Employees who are members of the Civil Air Patrol may take unpaid leave to participate in emergency service operations for up to five (5) consecutive workdays and up to fifteen (15) days total in any calendar year. Employees must notify RPS in advance that they are an emergency responder or Civil Air Patrol member and must give notice of the need for leave as soon as

practicable, including the probable length or duration of such leave. The School may require employees to provide written verification of their needed leave. No employee will be retaliated against for taking leave available under this policy.

Weapons and Firearms, Violence in the Workplace Policies

Pursuant to Wis. Stat. § 948.605, employees are prohibited from possessing or carrying firearms or dangerous weapons while on School property, in a School-owned vehicle or while performing any School business, regardless of an employee's firearm licensee status.

Witness Leave

A Wisconsin employee may take unpaid leave to testify pursuant to a subpoena in criminal, children's code or juvenile justice code proceedings related to being a witness to a crime. Exempt employees will not incur any reduction in pay for a partial week's absence due to jury duty. Leave taken under this policy will be paid leave if the subpoena to testify is in a matter against RPS or involves the employee's employment at RPS. Employees must provide notice of the need for leave under this policy on the first business day after receiving the subpoena and RPS may require verification of the need for such leave. No employee will be retaliated against for taking leave available under this policy.

Voting Leave

Wisconsin employees who are registered voters may be eligible to take up to three (3) consecutive hours of unpaid time off to vote in any election. The School reserves the right to designate what time the employee may take voting leave. The School will not retaliate against any employee who exercises any rights consistent with this policy and applicable law.

An employee who has three (3) consecutive hours of non-working time outside of their regular shift while the polls are open is not eligible for leave under this policy. Wisconsin employees are reminded and encouraged to take advantage of the availability of early voting or vote-by-mail opportunities in their local jurisdiction.

Elected Official Leave

Wisconsin employees acting as election officials may take unpaid time off for the 24-hour period of an election day in which the employee serves in an official election-related capacity. An employee seeking leave to act as an election official must provide at least seven (7) days' notice of the need for such leave and RPS may require written verification of the need for such leave. No employee will be retaliated against for taking leave available under this policy.

Bone Marrow / Organ Donation Leave

A Wisconsin employee who has worked for RPS for more than fifty-two (52) consecutive weeks and at least 1,000 hours during that period, is eligible to take up to six (6) weeks of unpaid leave in a 12-month period for the purpose of serving as a bone marrow or organ donor. The employee must provide written verification of the need for leave under this policy and the leave length permitted will be based on the period of time necessary for the employee to undergo the bone marrow or organ donation procedure to recover from the procedure. No employee will be retaliated against for taking leave available under this policy

Mandated Reporter Obligations

In Wisconsin, certain professionals are required to report known or suspected child abuse and neglect. School teachers, administrators, counselors and staff are legally mandated reporters. As an employee of a Rocketship Education school, or an employee of the Rocketship support office who has regular contact with children, you are a Mandated Reporter.
This "Mandated Reporter Policy" is intended to inform Rocketship Education employees of their responsibilities and rights under Wisconsin Statute 48.981, as well as the procedures for complying with the statute.

When Must You Report?

Wisconsin's reporting law requires a report to be made when a mandated reporter has a "reasonable cause to suspect" that a child seen by the person in the course of professional duties has been "abused or neglected," or who has reason to believe that a child "has been threatened with abuse or neglect and that abuse or neglect of the child will occur." The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

According to statute WI 48.981, an abused or neglected child is a child who has been subjected to:

- Physical injury that is inflicted on a child by other than accidental means
- Sexual intercourse or sexual contact
- Threatened harm
- Permitting, allowing, or encouraging a child to engage in prostitution
- Sexual exploitation through pornography
- Emotional damage defined as behaviors harmful to a child's psychological or intellectual functioning that is exhibited by severe anxiety, depression, withdrawal or outward aggressive behavior or a combination of those behaviors and that is caused by the child's parent, guardian, legal custodian, or other person exercising temporary or permanent control over the child and for which the child's parent, guardian or legal custodian has failed to obtain the treatment necessary to remedy the harm
- Methamphetamine manufacture in a child's home, on the premises of a child's home, in a motor vehicle on the premises of a child's home, or where a reasonable person should have known that the manufacture would be seen, smelled, or heard by a child is considered child abuse in Wisconsin
- Failure, refusal or inability on the part of a parent, guardian, legal custodian, or other person exercising temporary or permanent control over a child for reasons other than poverty to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child.

Procedures for Reporting

1. The moment you have a reasonable cause to suspect abuse or neglect or the threat of abuse or neglect, you must immediately inform, by telephone or personally, the county department, a licensed child welfare agency or the police department of the facts and circumstances contributing to a suspicion of abuse.
2. In the Milwaukee Area, you can contact the: Bureau of Milwaukee Child Welfare (BMCW) (414) 220-SAFE or Milwaukee Police Department/Sensitive Crimes (MPD) (414) 935-7405. If you feel that the child is in immediate danger, please dial 911.
3. Joint Knowledge
    a. It is the policy of Rocketship Education to report suspicion of abuse to the Principal of the school, unless the Principal of the school is the subject of the suspicion. REMEMBER, reporting the information to a Principal or any other person shall not be a substitute for making a mandated report to one of the agencies specified above.
    b. All mandated reporters who know or suspect abuse or that abuse has been threatened should make a report.
    c. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report. If a child has been taken from school by the Bureau of Milwaukee Child Welfare of the Milwaukee Police Department the Principal shall obtain the name and badge number of the person taking the child. The Principal is not to notify the parent of the removal. If the administrator is contacted by the parent/legal guardian, the parent or legal guardian should be advised to contact the appropriate agency for further information, either BMCW or MPD, but shall NOT give that information to the parent or legal guardian of the child. That information is confidential and shall only be released by the BMCW or MPD.
4. In the case of peer sexual contact, the principal/designee shall NOT inform the parent or legal guardian as to the identity of the juvenile participant(s) in the incident. That information is confidential and shall be released only to the BMCW or the MPD. Parents/guardians should be referred to the appropriate agency. Protections and Immunity from Liability

- All reports of suspected abuse or neglect are confidential. With few exceptions, as delineated in statute, no information that could be used to identify the reporter (e.g., place of employment, job title) can be shared. (48.981(7)(a))
- Anyone who, in good faith, reports suspected abuse or neglect is immune from both criminal and civil liability. (48.981(4))
- No person may be discharged, disciplined or otherwise discriminated against in regard to employment, or threatened with any such treatment, for making a report of suspected abuse or neglect in good faith. (48.981(2)(e))

Consequences for Failing to File a Report

Any person who intentionally violates this section by failure to report as required may be fined or

imprisoned or both. (48.981(6)).

ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 7(A) **Subject:** Approve the 2025-26 Rocketship Education Employee Handbook for Tennessee	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education ("RSED") Board of Directors ("RSED-Board") approve the 2025-26 Rocketship Education Employee Handbook for Tennessee.

The approval of the 25-26 Employee Handbook will set clear expectations for all staff by outlining company policies, in accordance with the law, to ensure fairness for both Rocketship Public Schools and its staff.

Background:

The Rocketship Talent team, in conjunction with regional leadership, annually reviews and updates the Rocketship Employee Handbook. While minor revisions were made throughout the handbook, key updates include the following:

1. Internal Complaint Review (Problem-Resolution Procedure): This update affords RPS employees the opportunity to seek internal resolution to complaints and concerns through a structure that involves an open and honest atmosphere and timely response.
2. Updates to the Prohibited Sexual Harassment language: These updates reflect the EEOC's enforcement guidance on harassment in the workplace and include more explicit language in defining these three components of sexual harassment:
    a. Physical assaults of a sexual nature
    b. Hostile actions taken against an individual because of that individual's sex, sexual orientation, or gender identity
    c. Sexual or discriminatory displays or publications anywhere at the workplace by employees
3. PTO Blackout Days: Due to the need to be fully staffed at each school campus in service of our students, with the exception of cases involving illness, no more than three (3) staff members from the same school campus should be approved for PTO for the same school day(s).
4. Remote Work: This policy will clarify expectations, ensure compliance, and promote fairness for all employees, regardless of their work location.
5. Technology update (Cyber Security): This update will mitigate business risk by providing a framework for creating a suitable level of information security and a safe and secure technological work environment for staff and students.

Summary of Previous Board Action by Board:
The Board annually reviews and approves the Rocketship Education Employee Handbook. The board last approved the handbook at its meeting on June 13, 2024.

Fiscal Impact:
None

Submitted by:
Danielle Hancock, AD of HRBPs/ER
Johnnette Garris, ER Manager
Jessica Holcomb, HR Generalist

ROCKETSHIP
PUBLIC SCHOOLS

Rocketship Public Schools Employee Handbook

Effective July 1, 2025

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INTRODUCTION TO HANDBOOK

Rocketship Education, doing business as Rocketship Public Schools ("Rocketship," "RPS," or the "School"), is a charter school network committed to closing the achievement gap by helping its students reach their full potential.

Thank you for being a dedicated member of the Rocketship team who prove every day that incredible outcomes and experiences are possible when students have access to high quality educational opportunities. The power of our school communities is rooted in the incredible efforts of our staff.

The employee handbook is designed to set every staff member up for success by articulating the policies and guidelines that provide a foundation for the employer/employee relationship. Staff are required to be aware of and follow the policies including in the handbook, especially the policies that are a condition of employment.

There are several things to keep in mind about this handbook. First, it contains only general information and guidelines. It is not intended to be comprehensive or to address all possible applications of, or exceptions to, the general policies and procedures described. Be aware that in many cases, policies/procedures relating to benefits, including eligibility for any amount of benefits, are governed by benefit plan documents, insurance contracts, and other legal documents. Those legal documents supersede any summary provided in this handbook and are controlling. For these reasons, if you have any questions concerning eligibility for a particular benefit or the applicability of a policy or practice to you, you should address your specific questions to the Human Resources Department.

Note that this handbook applies to RPS school and regional staff and all national network staff and supersedes any and all prior versions of a handbook or manual and any prior inconsistent policies/procedures and description of benefits. RPS' procedures, practices, policies, and benefits may be interpreted, modified, suspended or discontinued by RPS at any time. Employees working in certain states (for instance, California, Washington, DC, Wisconsin and Tennessee) also have a state law addendum attached to this handbook setting forth the specific policies or legal requirements applicable to the state(s) in which they work. To the extent employees work in a location where state or local law provides rights that exceed the provisions in this handbook or any applicable state law addendum, RPS complies with the applicable law.

Nothing in this handbook or in any other document or policy is intended to violate any local, state or federal law. Nothing in this Handbook is intended to limit any concerted activities by employees relating to their wages, hours or working conditions, including the right to: communicate with others concerning wages, hours, benefits, and other terms or conditions of employment; self-organize, form, join or assist labor organizations; bargain collectively through representatives of the employees' choosing; engage in other concerted activities for the purpose of collective bargaining or other mutual aid or protection; refrain from engaging in such activities; or engage in any other conduct protected by Section 7 of the National Labor Relations Act. Furthermore, nothing in this handbook prohibits an employee from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission, National Labor Relations Board, Securities and Exchange Commission, or any other federal, state or local agency charged with the enforcement of any laws.

This Employee Handbook is not a contract and does not constitute an express or implied contract guaranteeing continued employment for any employee. The employee handbook is periodically revised to align with changes in employment laws across each of the states where Rocketship schools are located and will be interpreted and administered according to all applicable federal, state or local laws. Periodic revisions are also made to provide clarity and insight for existing policies. This Handbook supersedes all previous employee handbooks.

CONDITIONS OF EMPLOYMENT

At Will Employment

Employment with the School is at will, unless state law provides otherwise or as otherwise specified in a written employment agreement. This means employment with the School is not for any specified period and may be terminated by you or the School at any time, for any or no reason, with or without cause or advance notice. In connection with this policy, the School reserves the right to modify or alter your position, in its sole discretion, with or without cause or advance notice, through actions other than termination, including demotion, promotion, transfer, change in reporting relationships, reclassification or reassignment. In addition, the School reserves the right to exercise its managerial discretion in imposing any form of discipline it deems appropriate.

Nothing in this Handbook or any oral statement shall limit the right to terminate at-will. This at-will employment policy is the sole and entire agreement between the employee and the School regarding the fact that employment with the School is at-will. No manager or supervisor has any authority to enter into a contract of employment express or implied that changes the fact that employment with the School is at-will. The at-will nature of your employment with the School cannot be changed except in a written agreement, signed by you and the CEO of Rocketship Education, and which specifically states the parties' intention to change the at-will nature of the employment.

Equal Employment Opportunity

RPS is an equal opportunity employer. In accordance with applicable federal and state law, the School prohibits discrimination against any applicant or employee based on any legally protected characteristics, including, but not limited to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, lactation, childbirth, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Sexual orientation;
- Religion or creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin, ethnicity or ancestry (including native language spoken)
- Citizenship or immigration status (including possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Uniformed service member and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

Additionally, RPS prohibits retaliation against any person by another employee or by the School for reporting prohibited discrimination or for filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a government enforcement agency.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

RPS expects all employees to act in accordance with our equal employment opportunity policy, and to take all steps necessary to maintain a workplace free from discrimination, harassment and retaliation.

Employees can raise concerns and make reports without fear of reprisal. Employees with questions or concerns relating to equal employment opportunity, including complaints of discrimination, harassment, or retaliation, and accommodation requests, are encouraged to bring these issues to the attention of an RPS administrator, and/or Danielle Hancock Associate Director, HR Business Partners; Rocketship Public Schools; 311 Plus Park Blvd, Suite 130, Nashville, TN 37217;dhancock@rsed.org.

As required by Title IX, RPS does not (and is required not to) discriminate on the basis of sex in its educational programs or activities. This non-discrimination requirement applies to admission to and employment with RPS. Inquiries into issues related to Title IX may be referred to RPS' Title IX Compliance and Civil Rights Officer, Renita Thukral, rthukral@rsed.org, or externally to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Reasonable Accommodation

In accordance with applicable laws ensuring equal employment opportunities, RPS may make reasonable accommodations upon request unless undue hardship would result for: (i) known disabilities of an otherwise qualified individual; (ii) pregnancy, childbirth or related medical conditions, including lactation; and (iii) sincerely-held religious beliefs, practices and observances.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact RPS and request such an accommodation. The individual should specify what accommodation they need to perform the job, or if unknown, what job duties the condition impairs. RPS will then review the employee's or applicant's situation and accommodation request to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. RPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, RPS will make the accommodation.

Verification of Employment & Reference Requests

Prospective employers, financial institutions, and residential property managers routinely contact employers, including Rocketship, for information on a former or current employee's work history.

All such requests to verify employment should be referred to and handled by the Human Resources Department through the HR Ticketing system: https://rocketshipschools.atlassian.net/servicedesk/customer/portal/52/group/80/create/10177.

The Human Resources Department will respond to verification of employment with the following information only: dates of employment and job title(s) during employment. Responses to written requests for verification of employment will be made on the form provided only when the request is accompanied by a former or current employee's signed authorization to release such information. A written verification of employment form that has been completed by the Human Resources department will be returned directly to the requesting party.

All requests for employee reference checks must go through the Human Resources Department. The Human Resources Department is the only source authorized to provide information of any kind regarding current or former employees. The Human Resources Department will only confirm the employee's dates of employment and position(s) worked. No other information will be provided.

Mandated Reporting

Any RPS employee who has knowledge of, or observes, a child whom they know or reasonably suspect has been the victim of child abuse or neglect must report the known or suspected child abuse or neglect to the appropriate child protective agency immediately, or as soon as practically possible. Reporting should be made by telephone, followed by the preparation of a written report concerning the suspected abuse and/or neglect which should be sent to the child protective agency to which the report was made as required by law. See the attached Addenda for the mandated reporting policies applicable to each state in which RPS operates.

Employees are also encouraged to immediately report known or reasonably suspected abuse or neglect to the Principal so that the School may conduct an investigation as applicable and ensure any appropriate action is taken to protect the safety of the student. Employees who report suspected abuse to their Principal or other RPS employee must still file a report with the relevant state agency and cannot delegate or rely on any other employee to make this report.

RPS will provide access to annual training on the mandated reporting requirements as required by law.

Please refer to the state law addendum for the state in which you work for specific Mandated Reporter requirements.

By acknowledging receipt of this Handbook, employees acknowledge they are mandated reporters and are certifying that they have knowledge of and will comply with their state's mandated reporting laws.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. All background checks will be conducted in strict conformity with the federal Fair Credit Reporting Act (FCRA), applicable state fair credit reporting laws, and state and federal anti-discrimination and privacy laws. The School is an equal opportunity employer and will comply with applicable federal, state and local laws relating to the

use of background checks for employment purposes. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Additionally, as allowed by state law, criminal history checks of employees or volunteers may be obtained at any time during employment or volunteer services. Additionally, should an employee be arrested for, charged with, or convicted of any offense during their employment with the School, the employee must immediately report as much to the Human Resources Department through the HR Ticketing system (https://rocketshipschools.atlassian.net/servicedesk/customer/portal/52) within three (3) calendar days of the arrest, charge or conviction or other event that may be a mandatory employment exclusion or otherwise disqualify the employee for employment under applicable federal, state or local background check laws or RPS Charter Authorizer requirements. Employees will be placed on administrative leave while RPS investigates and conducts an individualized assessment of the employee's situation. Information collected on an individual to comply with the requirements listed above is confidential, will be considered in full compliance with federal, state and local laws, and may not be released except as authorized by law or with the consent of the person who is the subject of the information.

Tuberculosis Testing

To the extent that it is required by law for the state in which you work with Rocketship, all individuals working at Rocketship will be required to comply with applicable state law tuberculosis testing requirements. The Human Resources Department will provide employees with all such requirements.

Immigration Compliance

RPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States. However, RPS will not check the employment authorization status of current employees or applicants who were not offered positions unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. The School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee obligation records are authorized by a valid subpoena or judicial warrant, RPS will give employees notice of the inspection both before and after it has occurred as required by law.

Teaching Credentials

All Rocketship teachers and instructional School Leaders will either possess or be in the process of obtaining the appropriate teaching credentials and maintain them in current, valid, unencumbered status throughout their employment, per RPS Charter Authorizer requirements. As an employee, you are responsible to be aware of applicable standards that apply to your position. Employees

must provide copies of new and/or renewal documents, as well as any documentation related to any potential disciplinary actions to be taken by a professional credentialing agency when first received or as requested within a timely matter to Human Resources. Failure to meet or uphold credentialing requirements can result in adverse employment action, up to and including termination, at the discretion of the Human Resources Department and Regional Leadership.

Professional Boundaries: Staff/Student Interaction Policy

RPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, picking up, grabbing, or physically restraining or redirecting a student as a means of control or punishment, to include any other form of rough handling;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Rocketship prohibits the use of restraint or seclusion except in an emergency circumstance. Any restraint or seclusion shall be applied only by school personnel who are trained in the appropriate use of specific authorized techniques.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family, student's family, or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a School administrator. All reports shall be as confidential as possible consistent with a thorough and objective investigation, and to the extent permitted or required under applicable law. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse, including. any incident in which a student engages in improper communications with the employee. Such reports should include a summary of the student's communication, as well as the time, date, and method of communication. If abuse is suspected, employees must immediately report the suspected abuse as mandated reporters pursuant to the RPS Child Abuse & Neglect Reporting Policy.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

a. Giving gifts to an individual student that are of a personal and intimate nature.
b. Kissing of any kind between staff and students.
c. Any type of unnecessary physical contact with a student in a private situation.
d. Intentionally being alone with a student away from the school.
e. Making sexually inappropriate comments.
f. Making sexual jokes.
g. Seeking emotional involvement with a student for your benefit.
h. Telling stories that are sexually oriented.
i. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
j. Having a personal relationship with a student so that a reasonable person may suspect inappropriate behavior.
k. Communicating with students in an inappropriate manner, including but not limited to using an aggressive/threatening tone or profanity, mocking students, or engaging in any form of name-calling or use of inappropriate nicknames.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

These behaviors should only be exercised when a staff member has parent and supervisor permission.

a. Giving students a ride to/from school or school activities.
b. Being alone in a room with a student at school with the door closed.
c. Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

a. Remarks about the physical attributes or development of anyone.
b. Excessive attention toward a particular student.
c. Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

a. Getting parents' written consent for any after-school activity.
b. Obtaining formal approval to take students off school property for activities such as field trips or competitions.
c. Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
d. Keeping the door open when alone with a student.
e. Keeping reasonable physical space between you and your students.
f. Stopping and correcting students if they cross your own personal boundaries.

g. Keeping parents informed when a significant issue develops about a student.
h. Keeping after-class discussions with a student professional and brief.
i. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
j. Involving your supervisor if conflict arises with the student.
k. Informing the Human Resources Department about situations that have the potential to violate School policy.
l. Making detailed notes about an incident that could evolve into a more serious situation later or could violate School policy.
m. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
n. Asking another staff member to be present if you will be alone with any type of special needs student.
o. Asking another staff member to be present when you must be alone with a student after regular school hours.
p. Giving students praise and recognition without touching them.
q. Avoiding pats on the back, high fives and handshakes.

Violations of this policy may result in disciplinary action, including immediate termination of employment.

Policy Prohibiting Harassment, Discrimination, and Retaliation

RPS is committed to providing a work and educational atmosphere that is free of harassment, discrimination, and retaliation. RPS' policy prohibits harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender identity; sex (including pregnancy, childbirth, lactation, and related medical conditions); sexual orientation; religion or creed (including religious dress and grooming practices); age (forty (40) and over); national origin or ancestry; citizenship or immigration status; physical or mental disability; genetic information (including testing and characteristics); uniformed servicemember and veteran status; or any other characteristic protected under federal, state, or local laws.

This policy applies to employees, volunteers, unpaid interns, individuals in apprenticeship programs, Board members, independent contractors, vendors, visitors or anyone else doing business with RPS. Any employee or agent of RPS who violates this policy will be subject to disciplinary action, up to and including immediate termination of employment or other relationship with RPS. RPS prohibits unlawful discrimination, harassment, sexual harassment or retaliation, and prohibits conduct as defined in this policy, even if it does not rise to the level of being unlawful. This policy is not designed or intended to limit the School's authority to discipline or take remedial action for conduct that violates this policy that the School deems unacceptable, regardless of whether that conduct satisfies the definition of discrimination, harassment, sexual harassment or retaliation.

To the extent that a volunteer, unpaid intern, individual in apprenticeship programs, Board member, independent contractor, vendor, visitor or other person with whom RPS does business engages in inappropriate conduct in violation of this policy, RPS will take prompt and appropriate action to remedy the situation.

Examples of Prohibited Conduct

Prohibited discrimination, harassment and offensive conduct can be based on any of the characteristics set forth above and includes but is not limited to:

- Verbal conduct such as epithets, threats, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intimidation, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Ridicule or mockery, taunting, insults, or put-downs;
- Display of graffiti, cartoons, "memes", derogatory posters, photographs, calendars, drawings, websites, social media, emails, text messages or other electronic or printed material ;
- Sharing or watching pornography or sexually demeaning depictions of people, including AI-generated and deep fake images and videos;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

All forms of discrimination, harassment and retaliation are prohibited both in the workplace and at all work-related settings, including School-sponsored events, business trips and any other location when performing School business.

The prohibitions in this policy apply not only to in-person or verbal communications, but also to communications through the use of the RPS electronic communication system, including e-mail, chats, text messages and voicemail. The prohibitions in this policy also may extend to postings on personal blogs and other forms of social media if seen by or containing messages about your colleagues or others with whom we work.

It is no defense to inappropriate behavior that there was no bad intent, it was only a "joke" or that it was not directed at any particular person.

Complaint and Investigation Procedure; Sanctions for Violations

Employees who believe they are being harassed, discriminated or retaliated against are requested to take the following actions:

- In the event you feel you are a victim of harassment, you should immediately contact your immediate supervisor and/or the Human Resources Department through the HR Ticketing system (https://rocketshipschools.atlassian.net/servicedesk/customer/portal/52) or by emailing compliance@rsed.org. In the event your immediate supervisor is the alleged harasser, you should contact the next level supervisor, the designated Compliance Coordinator, or any other leadership team member or member of management with whom you feel comfortable– reporting directly to the offending supervisor directly is not sufficient. Employees are not required to report any prohibited conduct to a supervisor or manager who may be hostile, who has engaged in such conduct, who is a close associate of the person who has engaged in such conduct, or with whom the employee is uncomfortable discussing such matters.
- Supervisors, managers or leadership team members who receive a complaint of discrimination, harassment, sexual harassment, or retaliation or receives information about such conduct must also immediately report it to the Human Resources Department.
- Any employees who are uncomfortable with face-to-face interaction may write down their complaints in a memo, and submit the memo to their immediate supervisor and/or the designated Compliance Coordinator.

- Any RPS employee who receives a report of suspected harassment or discrimination is expected to immediately contact the designated Compliance Coordinator.

Reports of prohibited conduct should be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair RPS' ability to investigate and address the prohibited conduct. Any supervisor who receives a report of discrimination or harassment shall immediately notify Human Resources.

After receiving a report, the Human Resources Department shall consider whether the allegations may constitute prohibited discrimination, harassment or retaliation. If so, RPS shall promptly authorize or undertake an investigation, which shall be conducted thoroughly and objectively. If appropriate, RPS shall promptly take interim action calculated to prevent prohibited conduct or interference during the course of an investigation.

All employees are expected to cooperate with any investigation, except when voluntary compliance with an investigation is being requested. The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations. If the results of an investigation indicate that prohibited conduct occurred, RPS shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct. RPS may also take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

The School will maintain confidentiality surrounding the investigation to the extent possible, consistent with a thorough and objective investigation, and to the extent permitted or required under applicable law.

RPS is committed to remediating any instances where investigation findings demonstrate prohibited harassment, discrimination, or retaliation has occurred. Anyone who, after appropriate investigation, has been found to have engaged in discrimination, harassment or retaliation and/or inappropriate behavior inconsistent with the policy (even if not unlawful) will be subject to appropriate disciplinary action, up to and including termination of employment or other relationship with RPS. An employee who intentionally makes a false claim, offers false statements, or refuses to cooperate with a RPS investigation regarding harassment or discrimination may be subject to appropriate discipline, up to and including termination. Further, any supervisor, manager or leadership team member who fails to make an immediate report of a complaint or concern raised to them to the Human Resources Department as required by this policy will be subject to corrective action, up to and including termination of employment. Exempt and nonexempt employees who violate this policy also may be suspended without pay. Exempt employees will be suspended in full day increments only.

Retaliation Prohibited

Retaliation is prohibited against any person by another employee or by the School for using the complaint procedures provided below, reporting prohibited discrimination, harassment, sexual harassment or retaliation, objecting to such conduct or filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, termination, demotion,

suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

The initiation of a good faith complaint of discrimination, prohibited harassment, sexual harassment or retaliation will not be grounds for disciplinary or other retaliatory action, even if the allegations cannot be substantiated or the employee was mistaken about aspects of the complaint. Any individual who makes a complaint that is demonstrated to be intentionally false may be subject to discipline, up to and including termination.

Employees who take part in any retaliatory action will be subject to discipline, up to and including termination. Agents will be subject to termination of their engagement or relationship with RPS for engaging in retaliation.

Prohibited Sexual Harassment

RPS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) submission to, or rejection of, such conduct is used as a basis for employment decisions affecting the individua; and/or (3) that conduct has the purpose or effect of reasonably interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment, even if the individual making the report is not the intended target of such conduct.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against them or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of prohibited harassment.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Any individual who becomes aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual

harassment is encouraged to immediately report such harassment to the Human Resources Department. Supervisors are required to report such harassment to the Human Resources Department.

Sexual harassment includes various forms of offensive behavior based on sex. The following is a non-exhaustive list of the types of conduct prohibited by this policy:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, physical violence, assault, molestation or attempts to commit these assaults and

    - Intentional physical conduct that is sexual in nature, such as unwelcome or inappropriate touching, pinching, patting, grabbing, impeding or blocking normal movements, brushing against another's body, or poking another's body.

    - Unwanted sexual advances or propositions (including repeated and unwelcome requests for dates).

    - Sexually oriented or degrading gestures, notices, remarks, explicit jokes, innuendos, epithets, slurs, or comments about a person's body, dress, sexuality or sexual experience, including discussions of sexual fantasies, frustrations or the like.

    - Preferential treatment or promises of preferential treatment to an employee for submitting to a romantic relationship or sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.

    - Linking or conditioning any employment decision, benefit or other practice to a subordinate's submission, or refusal to submit, to sexual advances or conduct.

    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity or the status of being transgender, such as:

    - Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;

    - Repeated and intentional use of a name or pronoun inconsistent with an individual's known gender identity;

    - Asking intrusive questions about a person's sexual orientation, gender identity, gender transition, or intimate body parts;

    - Sabotaging an individual's work; and

    - Bullying, yelling, or name-calling

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

    - Displaying pictures, objects, cartoons, posters, calendars, graffiti, objections, websites, emails, text messages, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;

    - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic;

    - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

Sexual harassment can occur regardless of the gender of the person committing it or the person who is exposed to it. Harassment on the basis of sexual orientation, self-identified gender, perceived gender, or transgender status are all forms of prohibited sexual harassment.

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. If you have any question about whether behavior is inappropriate, don't do it. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the party's has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate RPS policy.

Application of Title IX

Sexual harassment is illegal and may violate Title IX. As such, any employee who experiences sexual discrimination or harassment should bring the concern to the attention of the Director of Human Resources Business Partners and/or the Title IX Civil Rights Compliance Officer.

Attn: Associate Director, Human Resources Business Partners
Rocketship Public Schools
311 Plus Park Blvd, Suite 130
Nashville, TN 37217
dhancock@rsed.org

In addition, the Equal Employment Opportunity Commission (EEOC) is an additional resource for employment discrimination claims:

EEOC Headquarters
131 M. Street, N.E.
Washington, DC 20507
202-663-4900
info@eeoc.gov

Additional regional agency resources include:

Department of Fair Employment and Housing Headquarters 2218 Kausen Drive Suite 100 Elk Grove, CA 95758 Toll Free: (800) 884-1684 Phone: (916) 478-7251 TTY: (800) 700-2320 Fax: (916) 227-2859	Tennessee Human Rights Commission 312 Rosa Parks Ave, 23rd floor Nashville, TN 37243 (800) 251-3589 ask.thrc@tn.gov	DC Office of Human Rights 441 4th Street NW, Suite 570 North, Washington, DC 20001 Phone: (202) 727-4559 Fax: (202) 727-9589 TTY: 711	Wisconsin Equal Rights Division Milwaukee Office 819 North Sixth St., Room 723 Milwaukee, WI 53203 Phone: (414) 227-4384 TDD: (414) 227-4081 Fax: (414) 227-4084

Student Discrimination and Harassment

Discrimination and harassment of students by employees are prohibited. Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the Principal or other appropriate RPS official. All allegations of prohibited harassment of a student by an employee or adult will be promptly investigated. An employee who knows of or suspects child abuse or neglect must also report their knowledge or suspicion to the appropriate authorities, as required by law.

RPS shall take appropriate disciplinary action against employees who have engaged in discrimination or harassment of students, up to and including termination of employment.

Retaliation against anyone involved in the complaint process is a violation of RPS policy and acts of retaliation may result in disciplinary action, up to and including termination.

Sexual Harassment of Students

Sexual harassment of students includes any unwelcome verbal or physical sexual advances, including but not limited to engaging in sexually oriented conversations; making comments about a student's potential sexual performance; requesting details of a student's sexual history; requesting a date, sexual contact, or any activity intended for the sexual gratification of the employee; engaging in conversations regarding the sexual problems, preferences, or fantasies of either party; inappropriate hugging, kissing, or excessive touching; suggestions that a romantic relationship is desired after the student graduates, including post-graduation plans for dating or marriage; telephoning or texting students at home or elsewhere to solicit unwelcome personal relationships; physical contact that would reasonably be construed as sexual in nature; threatening or enticing students to engage in sexual behavior in exchange for grades or other school-related benefit; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct when the conduct affects the student's ability to participate in or benefit from a program or activity; or conduct of a sexual nature that creates an intimidating, threatening, hostile or offensive educational environment.

Sexual harassment of students by employees will result in appropriate disciplinary action up to and including termination from employment and referral to appropriate law enforcement authorities where required by law.

RPS employees are generally encouraged to report an action or suspected action that is illegal or in violation of any adopted Board policy. Good faith reports may be made without fear of reprisal.

Any sexual or romantic relationship between a student and a RPS employee is always prohibited, even if consensual.

Electronic Recording Policy

Electronic recording may be used at Rocketship campuses where deemed necessary. The use of electronic surveillance, including either audio or visual recording or both audio and visual recording, at our schools is solely for the purposes of security and safety of Rocketship students and staff and facilitating the identification of individuals who behave in a disruptive manner or commit a crime. Audio and/or visual recording for any other purpose is prohibited where permissible under applicable law.

Prohibited Use of Electronic Recording
In accordance with applicable state laws, Rocketship will not record and does not consent to others recording any private oral conversations that occur in places where individuals would have a reasonable expectation of privacy. As just one example, in California, the consent of both parties is required before a conversation is recorded in any area where an individual would have a reasonable expectation of privacy.

Additionally, Rocketship will not install any surveillance device in areas where there is a reasonable expectation of privacy (i.e., bathrooms).

Employees may not set up hidden recording equipment in any Rocketship classroom, office or any other space on any Rocketship campus for any reason.

Employees must comply with the RPS Artificial Intelligence (AI) Acceptable Use Policy prior to using any AI technology that has the capability or is being used with the intent to record, take notes, analyze or create content during any RPS meeting, school event or other function, whether live in-person or online (e.g., Zoom, Google Meet, etc.).

Rocketship requests that other than during designated school events (such as school plays, graduation, and other events open to the Rocketship community) employees, parents and other visitors to campus refrain from taking photographs and or making audio/video recording of students and staff without first obtaining written consent from the parent of the student. In the event that a parent or campus visitor does capture an image of a student, Rocketship requests that the individual refrain from posting any such image to a personal social media account. Such electronic recording is intrusive and may be in violation of federal and state privacy laws. Furthermore, posting images of children without parent consent could raise serious privacy and security issues. Any employee who is authorized to post images to school social media accounts must do so in accordance with Rocketship's School Social Media Policy.

This policy shall not abridge any individual's rights to record Individualized Education Program ("IEP") meetings pursuant to applicable laws and regulations. Additionally, this policy shall not apply to any audio/video recording that is developed as an accommodation for an individual with a disability.

For any recording made by Rocketship that is subject to the federal Family Educational Rights and Privacy Act of 1974, parents or guardians shall have the right to:

1) Inspect and review the audio recordings;
2) Request that the audio recordings be amended if the parent or guardian believes that they contain information that is inaccurate, misleading, or in violation of the rights of privacy or other rights of an individual;
3) Challenge, in a hearing, information that the parent or guardian believes is inaccurate, misleading, or in violation of the individual's rights of privacy or other rights.

This policy is not intended to and does not supersede any applicable law that expressly allows recording in other particular circumstances. This policy in no way prohibits employee affiliations or activities that are protected under applicable state and federal laws, including but not limited to any activity that is protected under Section 7 of the National Labor Relations Act.

Notification

Rocketship will provide notice on-site if electronic surveillance equipment is installed on campus. If a visitor to a Rocketship school site has questions or concerns about the use of electronic surveillance, they should direct all questions to the school Business Operations Manager.

Whistleblower Policy

RPS requires its directors, officers, employees, and volunteers to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. The purpose of this policy is to encourage and enable employees and volunteers of RPS to report any action or suspected action taken within RPS that is illegal, fraudulent, or in violation of any adopted RPS policy, to a source within RPS before turning to outside parties for resolution. This policy applies to any matter which is related to RPS' business and operations and relates only to those acts of an individual undertaken on behalf of RPS and subject to the direction of RPS. This policy is intended to supplement but not replace RPS' prohibited harassment and discrimination policies, complaint policies, and/or any other RPS employee policy or grievance procedure, or any applicable state and federal laws governing whistleblowing applicable to nonprofit organizations.

Violations; Reporting in Good Faith

All employees and volunteers of RPS are encouraged to report any action or suspected action taken within RSED that is illegal, fraudulent, or in violation of any adopted policy of RPS (each, a "Violation"). Anyone reporting a Violation must act in good faith, without malice to RPS or any individual inside RPS, and have reasonable grounds for believing that the information shared in the report indicates that a Violation has occurred. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense that may result in discipline, up to and including termination of employment or volunteer status.

No Retaliation

No employee or volunteer who in good faith reports a Violation or cooperates in the investigation of a Violation shall suffer retaliation, or adverse employment or volunteer consequences. Any individual within RPS who retaliates against another individual who in good faith has reported a Violation or has cooperated in the investigation of a Violation is subject to discipline, up to and including termination of employment or volunteer status. If an individual believes that someone

who has made a report of a Violation or who has cooperated in the investigation of a Violation is suffering from harassment, retaliation or other adverse employment or volunteer consequences, the individual should contact the RPS Compliance Officer. Any individual who reasonably believes they have been retaliated against in violation of this policy shall follow the same procedures as for filing a complaint outlined below.

Reporting Process

If an individual reasonably believes that a Violation has occurred, the individual is encouraged to follow the procedures set forth in Rocketship's complaint policies. Reported Violations will be investigated and handled in accordance with Rocketship's complaint policies. Reports may be submitted on a confidential basis by the complainant or may be submitted anonymously by mailing the form to the Compliance Officer at: Rocketship Education, Attn: Compliance Officer, 350 Twin Dolphin Drive, Redwood City, CA 94065 or submitting an email complaint to compliance@rsed.org. The complainant may also report a violation to the Department of Human Resources through the HR Ticketing system (https://www.tfaforms.com/455487).

Confidentiality

RPS encourages anyone reporting a Violation to identify themselves when making a report in order to facilitate the investigation of the Violation. Reports of Violations or suspected Violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation, to comply with all applicable laws, and to cooperate with law enforcement authorities. Furthermore, RPS will explore anonymous allegations to the extent possible, but will weigh the prudence of continuing such investigations against the likelihood of confirming the alleged facts or circumstances from attributable sources.

Accounting and Auditing Matters

The Business Committee is responsible for addressing reported complaints of Violations relating to corporate accounting practices, internal controls or auditing. The Compliance Officer and any RPS employee in the receipt of such a complaint may elect to report the complaint to the Business Committee.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. All employees must comply with all student confidentiality obligations under the Family Educational Rights and Privacy Act ("FERPA"), any applicable state student records laws, and as otherwise provided by RPS policies. Failure to maintain confidentiality may result in disciplinary action, up to and including termination.

Rocketship's policy is to safeguard personal employee information, such as personal health information and social security numbers, in its possession to ensure the confidentiality of the information. RPS will cooperate with and provide access to personnel records when required by law or when we determine that disclosure is necessary and in the best interest of the School, our

students or our employees. Employees who wish to inspect their personnel records may do so as is permitted by state law applicable to your work location.

Confidential Information does not include information lawfully acquired by non-management employees about wages, hours, benefits, or other terms and conditions of employment, if used by them for purposes protected by Section 7 of the National Labor Relations Act such as: communicating with others; self-organizing; joining, forming or assisting labor organizations; bargaining collectively through representatives of the employees' choosing; engaging in other concerted activity for collective bargaining or other mutual aid or protection; refraining from engaging in such activities; or any other conduct protected by Section 7 of the National Labor Relations Act.

Confidential Information also does not include: conduct that was, or that an employee reasonable believes to be, illegal; conduct that is recognized as against a clear mandate of public policy; or the existence of a non-confidential settlement involving any such conduct. Nothing in this Employee Handbook prohibits an employee from communicating with any governmental authority or making a report in good faith and with a reasonable belief of any violations of law or regulation to a governmental authority, or disclosing Confidential Information which the employee acquired through lawful means in the course of employment to a governmental authority in connection with any communication or report, or from filing, testifying or participating in a legal proceeding relating to any violations, including making other disclosures protected or required by any whistleblower law or regulation to the Securities and Exchange Commission, the Department of Labor, or any other appropriate government authority.

Further, employees are hereby notified that under the 2016 Defend Trade Secrets Act (DTSA): (1) no individual will be held criminally or civilly liable under Federal or State trade secret law for the disclosure of a trade secret (as defined in the Economic Espionage Act) that: (A) is made in confidence to a Federal, State, or local government official, either directly or indirectly, or to an attorney; and made solely for the purpose of reporting or investigating a suspected violation of law; or, (B) is made in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal so that it is not made public; and, (2) an individual who pursues a lawsuit for retaliation by an employer for reporting a suspected violation of the law may disclose the trade secret to the attorney of the individual and use the trade secret information in the court or arbitration proceeding, if the individual files any document containing the trade secret under seal, and does not disclose the trade secret, except as permitted by order in that proceeding.

Conflicts of Interest

All employees and members of the RPS Board must avoid situations involving actual or potential conflicts of interest.

The term "actual or potential conflict of interest" describes any circumstance that would or would appear to cast doubt on an employee's ability to act with total objectivity with regard to Rocketship's best interests. All employees and Board members are expected to avoid any action or involvement which would, or would appear to, in any way compromise their actions on behalf of RPS. Activities that constitute an actual or potential conflict of interest include, but are not limited to, the following:

- For an employee or Board member to conduct business on behalf of RPS with their family member, domestic or romantic partner, co-resident, or a business organization in which

such person has a significant association or interest, which could give rise to an actual or potential conflict of interest. (See also RPS Relationships and Nepotism Policy).
- To serve in an advisory, consultative, technical, or managerial capacity for any entity that is not affiliated with RPS which does significant work with or performs similar functions as RPS.
- Using proprietary or confidential RPS information for personal gain or to RPS' detriment.
- Using RPS property or labor for personal use.
- Acquiring any interest in property or assets of any kind for the purpose of selling or leasing it to RPS.
- Committing RPS to give its financial or other support to any outside activity or organization.

An employee involved in any relationships or situations which would, or would appear to, constitute a conflict of interest should immediately and fully disclose the relevant circumstances to their supervisor and/or the Human Resources Department for a determination about whether a potential or actual conflict exists.

The supervisor or the Human Resources Department will summarize the employee-reported conflict that may constitute a conflict of interest and will immediately and fully disclose the relevant circumstances to the RPS General Counsel and/or the RPS Chief Executive Officer where appropriate.

If an actual or potential conflict is determined, Rocketship may take whatever corrective action appears appropriate according to the circumstances. Failure to adhere to this guideline, including failure to disclose any conflicts or to seek an exception, may result in discipline, up to and including termination.

This policy in no way prohibits employee affiliations or activities that are protected under applicable state and federal laws, including but not limited to any activity that is protected under Section 7 of the National Labor Relations Act. including the right to communicate with others concerning wages, hours, benefits, and other terms or conditions of employment; to self-organize, form, join or assist labor organizations; to bargain collectively through representatives of the employees' choosing; to engage in other concerted activities for the purpose of collective bargaining or other mutual aid or protection; or to refrain from engaging in such activities.

THE WORKPLACE

Employment Status Classifications

To determine eligibility for various benefits, Rocketship employees are classified as regular full-time, regular part-time, or temporary, and as exempt or non-exempt. You will be advised of your status at the time of hire and at any change in position or status.

Regular full-time employees are those hired on a full-time basis for an indefinite or unspecified duration that are regularly scheduled to work at least thirty (30) hours per week. Regular full-time employees are eligible for all RPS-sponsored employee benefits, subject to individual plan requirements for eligibility.

Regular part-time employees are those hired on a part-time basis for an indefinite or unspecified duration that are regularly scheduled to work less than thirty (30) hours per week. Regular part-time employees are not eligible to participate in RPS-sponsored benefits, other than those required by applicable law.

Temporary employees are those hired for either a special project, on an as-needed basis, for seasonal work, or any other kind of work with the understanding that such work will be completed within a specified period of time, usually not to exceed three (3) months. Temporary employees are generally not eligible for RPS-sponsored benefits, other than those required by applicable law. Temporary employees do not become regular employees as a result of the passage of time or by working in excess of the period originally expected or designated. An employee can change from temporary to regular status only if advised of such a change in writing by the Human Resources Department.

Staffing agency workers are those who are employed by a staffing agency but perform work for RPS. Staffing agency workers are not eligible for any RPS employee benefits, although the staffing agency may provide such individuals with benefits. The term "staffing agency" refers to any third-party company that a) employs a worker who performs work for RPS, and b) is responsible for paying the worker's wages. Independent Contractors also are not employees of RPS.

Employees hired at Rocketship will be classified as exempt or nonexempt, per the definitions provided by applicable federal and state law. Most exempt employees are paid on a salary basis, and their salary is compensation for all hours worked each week, rather than for a fixed number of hours per week. Exempt employees are exempt from minimum wage and overtime requirements in accordance with applicable laws. Nonexempt employees are those who are not exempt from minimum wage and overtime requirements in accordance with applicable federal, state or local laws. Non-exempt employees will be paid at least the applicable minimum wage per hour worked and will be paid overtime wages at 1.5 times their regular rate of pay for all hours worked over 40 in a work week, or as otherwise required under applicable law. Employees will be notified of classification as exempt or nonexempt at their time of hire, at the time their job duties or position changes, or otherwise as appropriate.

These classifications do not guarantee employment for any specified period of time. Accordingly, the right to terminate the employment relationship at-will at any time is retained by both the employee and RPS.

Meal and Rest Periods

It is the School's policy to comply with all laws regarding meal and rest periods. Please refer to the state law addendum for the state in which you work for state-specific meal and rest period requirements.

Unless otherwise provided by state law, all employees working at least five (5) hours are provided with a thirty (30) minute unpaid meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and RPS mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

Employees should take all meal periods provided under this policy. During meal periods, RPS will relieve employees of all duty and will not exercise control over employees' activities. Employees are free to spend their meal and rest period time as they choose and are free to leave the worksite. No supervisor or manager may impede or discourage employees from taking meal or rest periods provided under this policy.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees are required to document the start/end time of their meal periods, as well as certify they have taken their rest periods, on their time records each payroll period. Any employee who believes that they were not provided meal and rest periods that comply with this policy must immediately inform the Human Resources Department or another member of management.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affect the School's ability to implement its educational program, maintain adequate and minimum staffing requirements for student safety, and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone their supervisor as soon as possible but no later than one-half (1/2) hour before the start of the workday (unless it is impossible to do so, in which case the employee must call as soon as possible thereafter). Unless extenuating circumstances exist, if an employee is absent from work longer than one (1) day, they are expected to keep their supervisor sufficiently informed of the situation and advise their supervisor of each and every scheduled day on which they will not report to work, unless they are on an approved leave of absence.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including termination. Each situation of absenteeism, tardiness or early departure will be evaluated on a case-by-case basis. Even one unexcused absence or tardiness may be considered excessive, depending upon the circumstances.

Absent extraordinary circumstances, absence for three (3) consecutive days without notifying RPS will be considered recorded as a voluntary resignation from employment due to job abandonment.

Due to the need to be fully staffed at each school campus in service of our students, with the exception of cases involving illness, no more than three (3) staff members from the same school campus should be approved for PTO for the same school day(s) . Of those three (3) approved absences on the same day, no more than two (2) requests can be from staff members from the same grade level. We believe that more than 3 staff member absences on the same day negatively affects the school's ability to implement its educational program and disrupts consistency in students' learning. If a situation arises where more than 4 staff members request PTO, the requests beyond 3 will be denied, unless otherwise approved by the Principal and direct manager.

PTO requests in this circumstance will be approved in the order in which they were received in Workday.

Timecards/Records

By law, RPS is obligated to keep accurate records of the time worked by nonexempt employees. All nonexempt employees are required to utilize the School's timecard system on a daily basis.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The timecard indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, and in and out for lunch and for midday absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their timecards and remembering to record time worked. If an employee forgets to mark their timecard or makes an error on the timecard, the employee must contact their supervisor to make the correction and such correction must be initiated by both the employee and their supervisor. When employees receive their paychecks, they should verify immediately that their working time was recorded accurately and that they were paid correctly for all hours worked.

Nonexempt employees must report all time worked and not work any time that is not authorized by their supervisors. This means non-exempt employees must not start work early, finish work late, work during a meal or rest break, or perform any other extra or overtime work unless directed to do so.

Exempt employees are required to record their status or otherwise inform their supervisor or Human Resources whenever they are taking PTO or other paid leave available under RPS policies, or when they are absent and not performing work for a full day or more.

Employees who fail to accurately record their work hours as required under this policy will be paid for all hours worked, but may be subject to disciplinary action for repeated occurrences up to and including termination.

No one may record hours worked on another's timecard. Any employee who violates any aspect of this policy may be subject to disciplinary action up to and including possible termination.

It is a violation of the School's policy for anyone to instruct or encourage another employee to work "off the clock," to incorrectly report hours worked, or to alter another employee's time records. If any employee is directed or encouraged to incorrectly report hours worked, or to alter another employee's time records, they should report the incident immediately to the Human Resources Department.

Remote Work: (Applies to NeST staff and any other employees who have appropriate manager approval for hybrid or remote work.)

As our workforce continues to operate with some employees working at locations other than Rocketship Public Schools' campuses and offices, the following expectations for employees are being clarified to avoid issues that may cause disruption to the workday and/or during virtual meetings. The employee's previous job performance may be considered in determining whether the employee may be permitted to work remotely. The School reserves the right to withdraw approval for remote work if its use is being abused or for any other reasons as determined in the sole discretion of the School.

Note: If your role requires in-person attendance, you must obtain approval through the appropriate channel or leader before working remotely. If you have questions about the approval process, please contact your direct supervisor. Failure to obtain approval may result in disciplinary action, up to and including termination.

General Expectations

- Remote employees are expected to be available and communicative during scheduled work hours.
- Rocketship Public Schools work rules and other policies continue to apply to offsite work locations.
- Consumption of alcohol, illegal drugs or unlawful intoxicants during work hours is never acceptable.
- Employees should seek a quiet and distraction-free working space, to the extent possible.

- Employees are expected to maintain their workspace in a safe manner, free from safety hazards.

School Cancellation, Late Start, and Early Dismissal

Rocketship's School Cancellation, Late Start, and Early Dismissal Policy covers procedures for closing school due to weather conditions and other hazardous conditions; the procedure for notifying families of school closure; work requirements and compensation implications for salaried and hourly staff members during school closures; and implications of school closure on the Annual Calendar in each region. The portion of the policy addressing work requirements and compensation implications is excerpted below:

If school is closed for an entire day due to severe weather in the area, neither students nor staff will be expected to come to school unless otherwise notified by the Principal due to a critical need at the site. This includes all teachers, School Leaders, and support staff. Exempt staff members will be expected to work remotely during severe weather closures and will be compensated as usual. Nonexempt staff members who were already scheduled to work during a severe weather closure will be compensated as usual for their scheduled work hours. When practical, a nonexempt staff member's manager may assign them work to complete remotely. All staff members should check with their managers for details on where and how to complete their work during severe weather closures.

If school is closed for a reason other than severe weather (i.e., water damage at the school site), students will not be expected to come to school but staff may be asked to report to work, or to work remotely or at an alternative site. All school staff members should check with their manager for details on where and how to complete their work during non-severe weather closure. Exempt staff members will be compensated as usual, and nonexempt staff members will be compensated for their scheduled work hours or as otherwise required under applicable law.

If school remains open but an employee is unable to safely report to school due to extreme circumstances, the employee's manager has the discretion to approve an employee's request to work remotely or from another location under limited circumstances.

Staff Dress Code

Rocketship believes that employees serve as role models. They should therefore maintain professional standards of dress, grooming and personal hygiene. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress, grooming and personal hygiene.

Rocketship encourages employees, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. The dress at Rocketship is typically business attire and/or business casual. Accordingly, all staff shall adhere to the following standards of dress, grooming and personal hygiene:

1. Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in dresses or skirts that are no higher than three (3) inches above the knee. Rocketship staff generally may not wear the following: flip-flops, gym shoes, denim, jogging suits. Clothes should fit properly and not be too tight or too baggy.
2. Head coverings, including hats of any kind, except those worn for cultural, religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. Requests for an exception to this policy require prior approval and must be granted by the Human Resources Department.
3. Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are generally not permitted, except on designated casual dress days, customarily on Fridays. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
4. Skirts and dresses should be no higher than three (3) inches above the knee.
5. All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage. For example, midriffs should be covered and tops must have shoulder straps.
6. Clothing or jewelry with logos that depict and/or promote gangs, alcohol, tobacco, sex, violence, drugs, illegal activities, profanity, obscenity or otherwise violate the Policy Prohibiting Harassment, Discrimination or Retaliation are not permitted.
7. Appropriate shoes must be worn at all times. Appropriate shoes are defined as shoes that are closed toed, for safety, and shoes that you can easily stand in for prolonged amounts of time.

8. Employees should exercise good grooming and hygiene habits. Hair styles, facial hair, make-up and fingernails should reflect a clean and professional image. Facial hair should be trimmed and groomed, and nails should be cleaned.
9. Employees are asked to be sensitive to those in the workplace when it comes to fragrances and odors. Individuals may have allergies and sensitivities, therefore please be conservative as you apply fragrances and other body products and in your use of air fresheners, incense or other artificial scent products. This also includes odors left on your body, hair or clothing from smoking or use of tobacco products or off-duty use of lawful cannabis products. You may be asked to discontinue use of a product or use a milder scent or bathe or change into clothes that are not disruptive to the work environment.
10. Body odor, bad breath, and lingering cigarette or marijuana smoke may be offensive or trigger sensitivities for coworkers and do not reflect a professional image to our students and other visitors to the School. Employees should take the necessary precautions to prevent such odors with regular bathing and clothes washing (including outerwear and coats), use of deodorant, and good dental and personal hygiene.

Employees are required to observe these rules and to comply with a supervisor's directions concerning these rules. If an employee's poor hygiene or odor (whether from too much scented products or from smoking or other odors) is an issue, the supervisor should discuss the issue with the employee in private and identify the concerns to be corrected. In the event that an employee disagrees with a supervisor's direction regarding appropriate attire, grooming or hygiene under these rules, the employee is still required to obey the supervisor's direction, until such time that the disagreement is resolved by management or Human Resources.

Violation of these rules is subject to discipline, up to and including termination if the problem persists or if the clothing, grooming or personal hygiene concern is particularly inappropriate for the workplace.

Employees may consult their supervisor or the Human Resources Department if they have questions as to what constitutes appropriate attire, grooming or personal hygiene.

Religious, Medical and Disability Accommodations: Nothing in this policy is intended to prevent employees from wearing a hair or facial hair style that is consistent with their cultural, ethnic or racial heritage or identity. The School will reasonably accommodate exceptions to this personal appearance, grooming and hygiene policy if required due to an employee's sincerely held religious beliefs or practices, medical condition or disability. Employees who need such an accommodation should contact their supervisor or Human Resources. This policy will be interpreted to comply with applicable local, state or federal laws.

Staff Children at Work

To minimize workplace distraction and health/safety risks, staff members who have children who are not Rocketship students are generally prohibited from bringing their children to school campuses or other Rocketship facilities during the work day. However, Rocketship understands that there may be rare circumstances in which a staff member needs to bring their child(ren) to work.

Staff members may only bring a non-Rocketship child to work if the following conditions are met:

- The child accompanies the staff member on a very short-term basis (i.e., one or two days), not on a regular or ongoing schedule (i.e., every Tuesday, or for a two-week period).

- The child is not afflicted with a contagious illness or condition (i.e., child staying home from their own school with the flu or head lice).
- The child is school-aged.
- The staff member is able to fully perform all of their job duties.
- The staff member notifies the manager.
- The child is not causing distraction to Rocketship students or staff members.
- The staff member signs the Waiver for On-Site Employee Children, a written waiver of liability for any harm caused by or to the child while on the Rocketship premises during the workday.

If a staff member is not able to meet all of the above conditions, the Principal may, on a case-by-case basis, make an exception for that staff member's child to be at work, depending on the specific circumstances. The Principal must first obtain approval from their manager prior to making an exception to any of the above conditions.

Note that in certain cases, older children may be able to be on campus as a Rocketship volunteer. In those cases, the child must follow the requirements and procedures for becoming a Minor Volunteer as set forth in Rocketship's Volunteer Clearance Policy.

Employment of Family; Personal Relationships in the Workplace

There may be occasions when members of the same family or individuals in a romantic/sexual or platonic living relationship are concurrently employed by Rocketship. Rocketship has the right to refuse to hire or retain a person in a position in the same department, division or facility so as to avoid any potential conflict of interest. The Rocketship Human Resources Department shall have the authority and responsibility for determining if such a potential conflict exists. If RPS determines that such a problem exists, it will take appropriate steps to resolve the problem, which may include reassignment of one person (if feasible) or asking for the resignation of one of the persons. The School reserves the right to take whatever action is necessary in its discretion to address the matter.

RPS will not hire or retain individuals in familial, romantic/sexual, or platonic living relationships:

1. Where one would have the authority or practical power to supervise, appoint, remove, or discipline, or determine the compensation of the other.
2. Where one would be responsible for reviewing/evaluating the work of the other.
3. Where other circumstances exist, even if there is no professional supervisory responsibility, which would place the individuals in a situation of actual or reasonably foreseeable conflict between the employer's interest and their own or that would pose difficulties for supervision, security, safety, or morale.

Applicants who are denied employment to a particular position for one of the foregoing reasons may be considered for other vacant positions for which they may be qualified.

For purposes of these provisions, "supervisory employee" or "supervisor" means any employee, regardless of job description or title, having authority in the interest of the employer to hire, transfer, suspend, promote, discharge, assign, reward or discipline other employees using independent judgment.

An applicant for a position with Rocketship must disclose any relationship to the Human Resources Department and the position's Hiring Manager upon submitting an application. If two (2) or more employees have (or develop) a familial relationship as described above, it is the responsibility of both employees to promptly disclose this relationship to the Human Resources Department.

Employees who violate this policy, including the reporting requirement, will be subject to disciplinary action up to and including termination of employment.

Familial Relationships

Individuals who are related in the following manner are considered to have a familial relationship for the purposes of this policy: spouse, domestic partner, child or stepchild, parent or stepparent, grandparent or grandchild, brother or sister, uncle or aunt, cousins, nephew or niece, or in-laws including father, mother, daughter, son, brother or sister.

An applicant for a position with Rocketship must disclose this relationship to the Human Resources Department and the position's Hiring Manager upon submitting an application. If two (2) or more employees have (or develop) a familial relationship as described above, it is the responsibility of the employees to promptly disclose this relationship to the Human Resources Department.

Romantic and/or Sexual Relationships

This section of the policy addresses consensual romantic and/or sexual relationships between employees or involving employees and current parents.

Employees in romantic and/or sexual relationships are not permitted to be in the chain of supervision of one another. If such a relationship arises between a supervisor and an employee, the supervisor AND employee are required to disclose the relationship to the Human Resources Department so that a change in the responsibilities of the individuals involved or transfer of location within Rocketship can occur. Under no circumstance may the supervisor participate in activities or decisions that may reward or disadvantage the employee or employees with whom they are involved, including decisions related to hiring, performance appraisals, promotions, compensation, work assignments or discipline. Similarly, and to ensure Rocketship is able to effectively manage all employee interactions in the workplace, employees who enter into romantic and/or sexual relationships with co-workers who are not their supervisor are also required to disclose the relationship to the Human Resources Department and the supervisory employee's management.

Relationships between employees and parents of current students are potentially exploitative and should be avoided. They raise serious concerns about the validity of the consent, conflicts of interest, and unfair treatment or favoritism towards students. Employees must disclose any romantic and/or sexual relationships with parents of current students to the Human Resources Department and the supervisory employee's management in order to prevent any disruption to the educational environment potentially caused by the relationship.

Platonic Living Relationships

Where possible, employees in the chain of supervision of one another should not cohabitate. We recognize, however, that co-workers often engage in platonic living arrangements and that promotions into supervisory positions may occur with individuals in this arrangement.

If such a situation arises, it is the responsibility of all involved employees to disclose this situation to the Human Resources Department and the supervisory employee's management. Rocketship will work closely with the supervisor and supervisory employee's management to determine the appropriate action in this case. Under no circumstances may the supervisor participate in activities or decisions that may reward or disadvantage the employee or employees with whom they lives, including decisions related to hiring, performance appraisals, promotions, compensation, work assignments or discipline.

Failure to comply with this policy, including its disclosure obligations, will result in discipline, including immediate termination.

Rocketship Official Media Accounts

All public-facing accounts that represent Rocketship are managed and maintained by the RPS Marketing & Communications Department. Input and contributions from all Rocketship employees are encouraged. To ensure that Rocketship communicates with the media in a consistent, timely and professional manner about matters related to the School, employees should notify the RPS Marketing & Communications Department that they have been contacted by the media whenever they are asked to speak on behalf of the School so that the School knows that a media inquiry has been made. Do not respond to media inquiries on the School's behalf without authorization. This rule does not prevent employees from speaking with the media, but employees should not attempt to speak on behalf of the School unless they have specifically been authorized to do so.

Rocketship employees should not set up websites, blogs, or social media pages or identities that appear to officially represent Rocketship as an organization or any of its schools. Note that school campuses are only allowed to create and maintain school social media sites in accordance with Rocketship's School Social Media Policy.

When students enroll in Rocketship, their parents/guardian submits a signed media release that indicates whether or not they permit Rocketship to use photos of their children in official public materials. To help the Rocketship Marketing & Communications ensure that photographs used by Rocketship depict only students with signed, affirmative media releases, employees are asked to identify the students in photos they submit to the Marketing & Communications team for publication.

Social Media

Rocketship respects the rights of its employees to use social media and personal blogging sites during non-work hours. Rocketship also acknowledges the value of social media as a powerful tool to communicate about the organization and to advocate for the School's mission. With that in mind, Rocketship has adopted this social media policy to clarify the expectations and regulations employees should be aware of when using social media.

<u>Employee Behavior</u>

Rocketship employees should exercise discretion when using social media sites.

Expectations and regulations around employee behavior – including those covered in the RPS Employee Code of Conduct, RPS Policy Prohibiting Discrimination/Harassment/Retaliation, RPS Staff/Student Interaction policies, or any other School policy or procedure – apply also to an employee's online and social media behavior. In addition, employees should be mindful that their activities online can reflect negatively on the organization as a whole.

Specifically, RPS employees should all be aware of the following guidelines when using social media:

- Rocketship strongly encourages all employees to carefully review the privacy settings on their personal social media and networking sites. What is private in the digital world is often easily searchable and shareable, and has a real possibility of becoming public even without one's knowledge or consent.

    - If social media postings on behalf of RPS are part of your job, your use of social media is subject to the specific terms, conditions and restrictions established by RPS and by law, including respecting copyrights, trademarks and privacy rights of students and others, and complying with all laws and regulations governing the posting of social media content such as the Federal Trade Commission's requirements for posting "promotional content."

    - RPS owns all postings or other social media communication that you create as an approved part of your job, such as blogs, tweets, and LinkedIn posts, as well as all RPS social media accounts. Employees have no expectation of privacy when making social media postings on behalf of RPS or while using RPS' systems or accounts.

    - Employees may not participate in personal social media account postings during working hours or by using RPS' systems. This does not apply if social media postings on behalf of RPS are part of your job.

- When posting about Rocketship on personal social media sites, employees should make clear that they are not representing Rocketship. To do so, we request that employees include a phrase such as "views are my own and do not represent my employer" on their social media websites or blogs.

- Do not "friend," "follow," or otherwise create a digital relationship with a student. If a Rocketship elementary school student has an account on social media such as Facebook, Instagram or TikTok, they are most likely breaking the terms of service for that website, which generally prohibit accounts for minors under the age of 13.

- Do not post pictures/video of or identifiable information about a Rocketship student on a personal social media site unless (1) the student is related to you, or (2) you get explicit written permission from the child's parent/guardian to post this content. (Note: the RPS Media Release form does not cover posting images of students on RPS employees' personal social media accounts; separate written permission must be obtained for such usage.)

- Do not share disciplinary, academic, health-related, or any other confidential information about a student or other child on a social media website. (See also: RPS Pupil Records Notice, RPS Discipline Policy).

Any violations of this Social Media policy are subject to disciplinary action, including immediate termination.

Responsibility for School Equipment

RPS may issue employees certain equipment to assist in the performance of their job duties. Employees must keep this equipment accounted for, in working order/repair, and take all reasonable precautions to prevent loss or damage to such School equipment. Employees will be held financially responsible for the replacement cost of any item that is lost or damaged as a result of their gross negligence, willful misconduct, or dishonesty, or simply not returned, to the fullest extent permitted by applicable state law. Failure to comply with this policy may also result in disciplinary action, up to and including termination from employment.

Asset Replacement

Rocketship is not responsible and cannot be held liable for any property that is lost or stolen on school grounds. This policy applies to staff, students, families, and other visitors on campus or in School offices.

Technology and Cybersecurity Use Policy

Section One. Purpose

A. To better serve families and students and provide employees with the best tools to do their jobs, Rocketship provides to employees access to one or more forms of electronic media and services; including, without limitation, computers, email, internal electronic bulletin boards, and wireless broadband services for the Internet and/or an Intranet, related hardware and software, and all of the system's contents (the "Products").

B. Rocketship encourages the use of the Products because they can make communication more efficient and effective and because they are valuable sources of information about funders, vendors, technology, and education services. However, all Employees should remember that products provided by RPS are RPS property and their purpose is to facilitate and support RPS' business. All Products are subject to access and review by RPS at its discretion, and employees should have no expectation of privacy concerning their use of the Products. All employees have the responsibility to use the Products in a professional, ethical, and lawful manner.

C. To ensure that all employees act responsibly, this Technology and Cybersecurity Use Policy has been established to regulate use of the Products. The Policy is not intended to cover every possible situation. Instead, it is designed to express RPS' philosophy and set forth general principles when using the Products.

D. To establish clear guidelines and requirements for the secure use of mobile devices to access School data, systems, and networks. This policy aims to ensure the security and confidentiality of School information, safeguard School assets, and ensure compliance with relevant laws, regulations, and industry standards.

Section Two. Prohibited Communications

The Products must never be used for knowingly transmitting, retrieving, or storing any communication that is:

- Discriminatory or harassing
- Obscene, patently offensive, sexually explicit, or pornographic
- Defamatory or threatening
- In violation of any license governing the use of software
- Illegal or contrary to RPS' mission/policies

Section Three. Personal Use

The Products are primarily for business use to assist employees in the performance of their jobs. Limited and occasional, or incidental use of the Products for personal/nonbusiness purposes is understandable and acceptable, but all such use must be done in a manner that does not negatively affect the Products' use for their business purposes. However, employees are expected to demonstrate a sense of responsibility and not abuse this privilege.

Section Four. Access to Employee Communications

A. The following conditions should be noted:

   i. RPS may, at its sole discretion, monitor Employee communications directly for any lawful purpose and in accordance with applicable law, and will routinely do so for the following purposes
      a. Optimum technical management of RPS' information resources
      b. Detecting patterns of use that indicate employees are violating RPS policies or engaging in illegal activities.

B. Employees should not assume that any electronic communications made using the RPS Products are private. Accordingly, if they have sensitive personal information to transmit, they are advised to use other means.

C. RPS reserves the right to inspect any and all files, data, or information stored on the Rocketship network, electronic systems or on individual RPS-owned computers or other electronic storage media in order to ensure compliance with RPS policies and applicable law, for purposes of legal proceedings, to investigate misconduct, to locate information, or for any other business purpose.

D. Further, subject to applicable legal requirements, RPS has the right to inspect and provide any such files, data, or information to third parties and/or federal, state or local authorities for purposes of complying with any federal, state or local laws, and for purposes of responding to subpoenas and/or if legally required to do so by judicial or governmental order or in a judicial or governmental proceeding.

E. No employee may access another employee's computer, computer files, or electronic mail messages without prior authorization from the employee, the Chief Business Officer or legal counsel.

F. Employees should not use personal email accounts for Rocketship-related communications. Such communications should only take place via the employee's RPS email account.

Hardware and Software Requirements

- Device Compatibility: All devices must meet the minimum hardware and software requirements established by the School's IT department. These requirements include, but are not limited to, specifications for operating systems, memory, storage, and processing power.
- Operating Systems and Updates: All devices must run approved operating systems and have the latest security patches and updates installed. Users are responsible for installing updates promptly. Failure to do so may result in restricted access to School systems.
- Authorized Software: Only School-approved software may be installed on School-owned devices. No unauthorized software is permitted. BYOD users must ensure that their devices are free of malware and other security threats and must install School-approved security software as required.
- Single Sign On: The School utilizes OKTA SSO for both authentication and identity provisioning.
- Device Encryption: Full-disk encryption must be enabled on all devices to protect data in case of loss or theft. This includes, but is not limited to, School-owned and BYOD devices.
- Password Protection: Strong passwords or passphrases must be used to protect all devices and accounts from unauthorized access. Passwords must meet School complexity requirements and must be changed regularly. Biometric authentication may be used in conjunction with passwords where available, but does not replace the password requirement.
- Employees should contact the system administrator if they have any IT questions. Requests for assistance or questions should be sent to the IT ticketing system.

<u>Section Six. Security/Appropriate Use</u>

A. Employees must respect the confidentiality of other individuals' electronic communications. Except in cases in which explicit authorization has been granted by RPS management, employees are prohibited from engaging in, or attempting to engage in:

   a. Monitoring or intercepting the files or electronic communications of other employees or third parties;
   b. Hacking or obtaining access to systems or accounts they are not authorized to use;
   c. Use of other people's log-ins or passwords; or

d. Breaching, testing, or monitoring computer or network security measures.

B. No email or other electronic communications can be sent that attempt to hide the identity of the sender or represent the sender as someone else.

C. Electronic media and services are not to be used in a manner that is likely to cause network congestion or significantly hamper the ability of other people to access and use the system (e.g., downloading large video files).

Personal Business

RPS' facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail and deliveries directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Employees may not use School material, time or equipment for personal projects.

Solicitation and Distribution

RPS seeks to create a work environment free of unnecessary disruptions so that employees can focus on their responsibilities to students. As a result, RPS has developed reasonable rules which restrict (but do not prohibit) solicitation, collection, circulation of petitions and distribution by employees.

Employees may engage in solicitation on RPS premises only during their non-working time. Non-working time means time during meals or breaks, before or after work, or periods during which an employee legitimately is not performing services, for both the employee soliciting, collecting, circulating or distributing, as well as for the employee to whom the action is directed.

Employees may distribute or circulate non-RPS written materials only during non-working time and only in non-work areas. "Work areas" include all offices, classrooms and other student areas (gyms, lunchrooms, etc.), hallways, conference rooms or other areas where RPS business or student or School-sponsored activities are conducted. It does not include employee-only break rooms, employee-only parking areas, or other non-work areas. If an employee is not certain whether an area is a work or non-work area, they should consult their immediate supervisor for clarification.

Solicitation, circulation of petitions and distribution by non-employees are prohibited on RPS property at any time.

Any requests from outside persons or organizations to sell merchandise, solicit contributions, distribute literature, arrange displays or use RPS facilities should be referred to the Human Resources Department for enforcement of this policy.

Lactation Accommodation

For up to one year after the birth of an employee's child, RPS will provide the employee a reasonable amount of lactation break time each time the employee needs to express breast milk for their child. Employees needing breaks for lactation purposes may use ordinary paid rest breaks

or may take other reasonable break time when needed. If possible, the lactation break time should run concurrently with scheduled meal and rest breaks already provided to the employee.

If the lactation break time cannot run concurrently with meal and rest breaks already provided or additional time is needed for the employee, the lactation break time will be unpaid for non-exempt employees.

Employees will be relieved of all work-related duties during any unpaid break. Where unpaid breaks or additional time are required, employees should work with their supervisor or Human Resources regarding scheduling and reporting the extra break time.

Because exempt employees receive their full salary during weeks in which they work, all exempt employees who need lactation accommodation breaks do not need to report any extra break time as "unpaid."

For lactation breaks when an employee is working at a physical location of RPS, RPS will provide employees with the use of a room or a private area, other than a bathroom or toilet stall, that is shielded from view and free from intrusion from coworkers and the public. RPS will make a reasonable effort to identify a location within close proximity to the work area for the employee to express milk. This location may be the employee's private office, if applicable.

RPS will otherwise treat lactation as a pregnancy-related medical condition and address lactation-related needs in accordance with the PWFA and other applicable laws.

Employees should discuss with their supervisor and Human Resources regarding the location for storage of expressed milk. In addition, employees should contact their supervisor or Human Resources before their return to work following the birth of a child to identify the need for a lactation area.

Employees who believe they have not been provided lactation break time and the use of a room or private area in accordance with this policy and federal law should immediately notify their supervisor or Human Resources. RPS will not retaliate or discriminate against an employee because they file a complaint or institute any proceeding under or related to the federal Fair Labor Standards Act, testify in any such proceeding or serve on an industry committee.

For employees working in a jurisdiction that has an applicable state or local mandatory lactation accommodation law, RPS will comply with all legal requirements, including providing greater or different break time and space accommodations than those described in this policy.

Pronoun or Preferred Name Use

Employees have the right to be addressed by the name and pronoun that corresponds to the employee's gender identity upon request. It is the expectation that all RPS employees will be respectful and courteous to others' preferred pronoun or name use. The intentional or persistent refusal to respect another person's gender identity in the workplace (for example, intentionally referring to an employee by a name or pronoun that does not correspond to the employee's stated preference or gender identity) can constitute harassment and may be a violation of this policy. Violations of this policy will be subject to disciplinary action including termination. Employees

with questions about documenting a legal name change should contact Human Resources for further information.

Artificial Intelligence (AI) Acceptable Use Policy

While RPS recognizes the benefits of utilizing Artificial Intelligence (AI) and machine learning (ML) tools to assist with various work-related projects, we must prioritize and balance School, employee and student privacy, security and confidentiality obligations, as well as Student and family expectations and requirements and our responsibilities as professional educators to set an example for our students, when using such tools.

Because the degree of risk inherent in using AI/ML tools varies based on the type of work performed and the type of AI/ML tool used, RPS has adopted the following protocols to guide your use of such resources. To be clear, your use of such resources and the rules applicable to such use will depend on the specific situation and on the work being performed.

Limited use of generative AI/ML tools (such as generative AI products such as ChatGPT, GitHub, Copilot, Microsoft Copilot, Google Gemini, etc.) will be allowed while performing work for RPS with the pre-approval of [your manager/ identified leadership team member, school principal, etc.]. School email addresses, credentials or phone numbers can be used to create an account with these technologies, with the pre-approval of School and/or Regional Leadership. No RPS school data or confidential information, or student or employee personal information of any kind may be submitted (copied, typed, etc.) into these platforms.

Employees wishing to use generative AI/ML tools must inform their [manager/director/etc.] in writing] how the AI/ML tools will be used. Managers must approve or deny requests in writing prior to the employee's use of the AI/ML tool and may do so after consideration of RPS policies, legal requirements or other business or educational reasons.

All AI-generated content must be reviewed for accuracy before relying on it for work purposes. If a reliable source cannot be found to verify factual information generated by the AI/ML tool, that information cannot be used for work purposes.

A few examples of acceptable uses may include:

- For general-knowledge questions meant to enhance your understanding on a work-related topic.
- Use of prompts in the public domain or which do not include non-public information such as "articles about ___"
- To brainstorm ideas related to projects you are working on.
- To create formulas for Excel spreadsheets or similar programs.
- To develop or debug code, to be verified before deployment.
- To draft an email or letter.
- To summarize online research or to create outlines for content projects to assist in full coverage of a topic. Only content written by employees may be included in a final product.

Unacceptable uses include:

- Using any text created by an AI/ML tool in final work products of any kind.

- Copying and pasting, typing, or in any way submitting RPS or student or employee content, data or personal information of any kind into the AI/ML tool.
- Failing to properly cite an AI/ML tool when used as a resource.
- Using any AI/ML tool to record a conversation or meeting or create notes of a conversation or meeting. This rule applies whether the conversation or meeting is live in-person, on the phone, or online (Zoom, Google Meet, etc.). In order for such use to be acceptable, you must provide in advance, full disclosure of the intended recording/note-taking, and obtain full, advance, written consent to the use of the AI/MI tool from all participants in the conversation/meeting (such as via the Zoom "this meeting is recorded" sign-on acknowledgment feature).

If you have any uncertainty about whether certain information is appropriate to input into or for use of an AI/ML tool, you should default to not using such information in the prompt and to not using the AI/ML tool under the circumstances. Ask yourself: would everyone in the room consent to disclosure of this information? Would a student's parent or a competitor consider this information sensitive? Each employee is ultimately responsible for anything that they share or disclose from use of an AI/ML tool.

Any violation of this policy may result in disciplinary action, up to and including termination of employment.

SAFETY

Health and Safety

RPS is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Human Resources Department any potential health or safety hazards, and all injuries or accidents.

In the event of a crisis, pandemic or natural disaster significantly affecting the health and safety of staff and students, RPS will issue supplemental policies and guidelines that staff will be expected to follow to ensure a safe work environment.

Security Protocols

RPS has developed guidelines to help maintain a secure workplace.

- Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas.
- Report any suspicious persons or activities to the Principal immediately.
- Employee desks or offices should be secured at the end of the day. When an employee is called away from their work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible.
- The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should

immediately notify the Principal when keys are missing or if security access codes or passes have been breached.

Identification Badge Requirements

All RPS Network Support employees must wear their Rocketship identification badge when visiting School campuses within the organization.

If an identification badge is lost or stolen, employees must obtain a replacement immediately. Lost or stolen cards must be reported to the Human Resources Department immediately. Failure to wear an identification badge or excessive loss or damage to identification badges can lead to disciplinary action.

Upon termination, employees will be required to return identification badges to the Human Resources Department.

Campus Access Restrictions

All visitors, including those invited by employees, are required to enter any school facility through the main entrance and sign in or report to the main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on RPS premises should immediately direct them to the building office or contact the administrator in charge.

Employees who have been involuntarily terminated are prohibited from accessing any area of any RPS campus. Any former employee who is also a parent of a current RPS student shall have their access limited consistent with access afforded to other parents and visitors. Violations of this policy, including causing disruption on any RPS campus, shall be reported to law enforcement as applicable.

Occupational Safety

RPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management. To promote the concept of a safe workplace, RPS maintains Violence, Injury and Illness Prevention Programs.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. RPS' management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including termination.

Accident/Incident Reporting

If an accident or injury should occur on the job, employees must immediately notify their manager or the Human Resources Department no matter how minor the incident may seem. Any manager who receives such notice shall immediately notify the Human Resources Department. Such notification will enable RPS to obtain the necessary emergency medical attention for the injured employee and also assist RPS to begin processing paperwork necessary to comply with workers' compensation laws and preserve any right an employee may have to workers' compensation benefits. Also, if any RPS property (e.g., equipment) are involved in the incident, employees must include them in their report and hold them for inspection. Failure to immediately report workplace injuries and/or accidents may result in disciplinary action, up to and including termination.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

Substance Abuse

Rocketship is committed to promoting safety and employee health in the workplace and to creating a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees can adversely affect the workplace health, safety, and productivity and can damage public confidence and trust in the School.

To further its interest in avoiding accidents, to promote and maintain safe and efficient working conditions for its employees, and to protect its business, property, equipment, and operations, RPS has established this policy concerning the use of alcohol and drugs. As a condition of continued employment with RPS, each employee must abide by this policy.

<u>Definitions</u>

For purposes of this policy:

1) "Illegal drugs or other controlled substances" mean any drug or substance that (a) is not legally obtainable; (b) is legally obtainable but has not been legally obtained; or (c) has been legally obtained but is being sold or distributed unlawfully.
2) "Legal drug" means any drug, including any prescription drug or over-the-counter drug, that has been legally obtained and that is not unlawfully sold or distributed.
3) "Abuse of any legal drug" means the use of any legal drug (a) for any purpose other than the purpose for which it was prescribed or manufactured; (b) in a quantity, frequency, or manner that is contrary to the instructions or recommendations of the prescribing physician or manufacturer; or (c) by a person other than the person for whom it was prescribed.
4) "Possession" means that an employee has the substance on their person or otherwise under their control.
5) "Reasonable suspicion" includes a suspicion that is based on specific personal observations such as an employee's manner, disposition, muscular movement, appearance, behavior, speech or breathe odor; information provided to management by an employee, by law

enforcement officials, by a security service, or by other persons believed to be reliable; or a suspicion that is based on other surrounding circumstances.

Prohibited Conduct

The prohibitions of this section apply whenever the interests of RPS may be adversely affected, including any time an employee is:

1) On RPS premises, except in accordance with RPS' Alcohol on Campus Policy
2) Conducting or performing RPS business, regardless of location
3) Operating or responsible for the operation, custody, or care of RPS equipment or other property
4) Responsible for the safety of others in connection with, or while performing, RPS-related business.

Alcohol: The following acts are prohibited and will subject an employee to discipline, up to and including immediate discharge:

1) The unauthorized use, possession, purchase, sale, manufacture, distribution, transportation, or dispensation of any beverage or medicine containing alcohol
2) Being under the influence of alcohol while engaged in work for the School or on RPS premises.

Illegal Drugs: The following acts are prohibited and will subject an employee to discipline, up to and including immediate discharge:

1) The use, possession, purchase, attempted purchase, sale, attempted sale, conveyance, manufacture, distribution, transportation, transfer, cultivation or dispensation of any illegal drug or other controlled substance, including marijuana.
2) Being under the influence of any illegal drug or other controlled substance, including marijuana.

Prescription Drugs: This policy prohibits:

1) Not following the dosing directions of a legal drug.
2) The use, purchase, sale, manufacture, distribution, transportation, dispensation, or possession of any legal prescription drug in a manner inconsistent with law.
3) Working while impaired by the use of a legal drug whenever such impairment might endanger the safety of the employee or some other person, pose a risk of significant damage to RPS property or equipment; or substantially interfere with the employee's job performance or the efficient operation of the RPS' business or equipment.

Nothing in this policy is intended to prohibit the customary and ordinary purchase, sale, use, possession, or dispensation of over-the-counter drugs or other substances (including but not limited to household or workplace substances that may be used for "huffing" or as inhalants), so long as those drugs or other substances are used in accordance with the dosing instructions and that activity does not violate any law or result in an employee being impaired by the use of such drugs or substances in violation of this policy.

Drug Free Awareness Program

RPS has established a Drug-Free Awareness Program that is designed to inform employees about the dangers of drug abuse in the workplace and to help ensure that employees are familiar with this policy and with the disciplinary actions that can result from a violation of this policy. From time to time, employees will be requested to attend one of the sessions of the Drug-Free Awareness Program. During each such session, employees will be given current information about available programs offering counseling and rehabilitation.

Managers and supervisors should be attentive to the performance and conduct of those who work with them and should not permit an employee to work in an impaired condition or to otherwise engage in conduct that violates this policy. When management has reasonable suspicion to believe that an employee or employees are working in violation of this policy, prompt action will be taken.

Drug Testing

1) Reasonable Suspicion Testing: If RPS has reasonable suspicion that the employee is working in an impaired condition or otherwise engaging in conduct that violates this policy, the employee will be asked about any observed behavior and offered an opportunity to give a reasonable explanation. If the employee is unable to credibly or adequately explain the behavior, they will be asked to take a drug test in accordance with the procedures outlined below or as otherwise required under applicable law. If the employee refuses to cooperate with the administration of the drug test, the refusal will be handled in the same manner as a positive test result where permissible under applicable law.

2) Post-Accident Testing: To the extent permissible under applicable law, any employee involved in an on-the-job accident or injury under circumstances that suggest possible use or influence of drugs or alcohol in the accident or injury event may be required to submit to a drug and/or alcohol test. This includes not only the employee who was or could have been injured, but also any employee who potentially contributed to the accident or injury event in any way.

3) Procedures for Drug Testing: RPR will refer the applicant or employee to an independent, National Institute on Drug Abuse (NIDA)-certified medical clinic or laboratory, which will administer the test. RPS will pay the cost of the test and reasonable transportation costs to the testing facility. The employee will have the opportunity to alert the clinic or laboratory personnel (including a medical review officer) to any prescription or non-prescription drugs that they have taken that may affect the outcome of the test. All drug testing will be performed by urinalysis and according to all applicable laws. The clinic or laboratory will inform RPS as to whether the applicant passed or failed the drug test. If an employee fails the test, they will be considered to be in violation of this policy and will be subject to discipline including immediate termination to the extent permitted by applicable laws.

4) Acknowledgment and Consent: Any employee subject to testing under this policy will be asked to sign a form acknowledging the procedures governing testing, and consenting to (1) the collection of a urine sample for the purpose of determining the presence of alcohol or drugs, and (2) the release to RPS of medical information regarding the test results. Refusal to sign the agreement and consent form, refusal to submit to the drug test or providing a sample that is deemed by the testing clinic to be substituted, tampered with or adulterated, will result in the revocation of an applicant's job offer, or will subject an

employee to discipline up to and including termination where permissible under applicable law.

5) Confidentiality: All drug testing-records will be treated as confidential.

6) Cooperation: Employees are expected to cooperate with RPS' investigation of possible violations of this policy. To the extent permissible under applicable law, refusal to cooperate with an investigation under this policy will result in disciplinary action, up to and including termination.

7) Inspections: RPS reserves the right to inspect and/or search an employee and the employee's possessions while on School premises, if there is a reason to believe that Illegal Drugs or Alcohol may be present. This includes an employee's work area, desk, locker, personal possessions and vehicle, and any items contained therein.

Any violation of this policy may result in disciplinary action, up to and including immediate termination (or not being hired, in the case of applicants). To the extent that an individual engages in unlawful conduct on RPS premises, RPS may contact appropriate law enforcement and the person may be subject to criminal prosecution.

Alcohol on Campus

Rocketship strictly prohibits alcohol on school campuses at all times during the instructional school year. This includes times when students are not on campus (i.e., evenings, weekends, or holidays). Alcohol is not to be stored in staff rooms on campus at any time.

However, Rocketship recognizes that schools may encounter rare situations in which it would be appropriate to consume limited amounts of alcohol on campus as part of a social event (i.e., meet-and-greets with community partners).

Alcohol may be permitted on campus in very limited circumstances outside of the instructional school year (i.e., during summer break or before a new campus opens to students), provided that the following circumstances are met:

- Both the Principal and the Human Resources Department provide advance written approval of the event and the list of attendees.
- All alcohol is removed from the campus following the event.
- All staff members act responsibly and professionally and abide by all applicable school and network conduct policies and rules.

If an employee wishes to give another employee alcohol as a gift (i.e., before the holidays or a birthday) during the instructional school year, the exchange must take place off-campus.

Additionally, all Rocketship employees must abide by Rocketship's Substance Abuse Policy.

The Human Resources Department must be promptly notified of any violations of this policy. Rocketship reserves the right to prohibit any School campus from consuming alcohol under any circumstances if the campus is found to have violated this policy or otherwise engaged in conduct that would be deemed inappropriate by a reasonable person in light of the circumstances.

Smoke Free Environment

Rocketship's offices and schools are smoke-free environments. Smoking, including e-cigarettes and vapor products, is not allowed anywhere on a school campus. It is the responsibility of each staff member to adhere to this rule, and to inform all guests of the School's non-smoking policy.

OSHA Compliance

Rocketship operates in compliance with all laws and regulations promulgated by the federal Occupational Safety and Health Administration (OSHA), as well as those enacted by any pertinent state OSHA.

First Aid and CPR Certification

Rocketship recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, Rocketship has taken the following steps to support student safety.

First Aid Kits

Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

CPR

All Principals are to be certified in adult and pediatric CPR and First Aid and recertified prior to expiration of certificates. These records will be kept at the school site.

Opportunities for adult and pediatric CPR and First Aid training will be offered to all teachers and teachers will be strongly encouraged to become certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. School sites may also offer training to all support staff and volunteers.

Weapons and Firearms

Rocketship prohibits any weapons, imitation firearms, and/or dangerous objects of any kind in school buildings, on school grounds, school vans, vehicles, buses, at off-campus school-related and/or school sponsored activities, and/or on any property leased and/or owned by Rocketship. Any weapon identified and/or found by the Principal or their designee will be immediately reported and turned over to the appropriate authorities. In the case of a firearm, it is irrelevant that the person has a license or permit or that the firearm has no ammunition in it.

The only exception to this policy is for law enforcement and official school security personnel actively carrying out policing duties on campus and as required by applicable state or local law.

Investigations/Searches

Rocketship reserves the right to conduct investigations, including searches for any lawful purpose, such as monitoring, compliance with rules concerning the safety of employees, security of RPS and individual property, drugs and alcohol, and possession of other prohibited items. RPS also reserves the right to conduct a routine inspection or search at any time without notice for RPS property on RPS premises. “RPS premises” includes all premises and locations owned or leased by RPS or under the control of RPS, including parking lots, lockers, and storage areas, as well as the items contained therein. Routine searches or inspections for RPS property may include an employee's office, desk, file cabinet, closet, computer files, voice mail, electronic mail, or similar places where employees may store RPS property or RPS-related information, whether or not the places are locked or protected by access codes and/or passwords. Employees do not have a reasonable expectation of privacy with respect to their access and use of any RPS-owned property. Because even a routine search for RPS property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to RPS. Employees are required to cooperate with such investigations.

Any employee’s consent to an interview and/or search is required as a condition of continued employment, and refusal to consent will result in discipline, up to and including termination.

All employees of RPS are subject to this policy. If any employee refuses to submit to a search request from RPS, their supervisor, superintendent, or a designee has the authority to contact law enforcement.

Violence in the Workplace

RPS is committed to providing a safe, violence-free workplace. In this regard, RPS strictly prohibits employees, consultants, students, visitors, or anyone else on RPS premises or engaging in an RPS-related activity from behaving in a violent or threatening manner. Moreover, RPS seeks to prevent workplace violence before it begins and reserves the right to address certain behaviors, even in the absence of violent behavior. RPS believes that prevention of workplace violence begins with recognition and awareness of potential early warning signs and has established procedures within the Human Resources Department for responding to any situation that presents the possibility of violence.

<u>Workplace Violence Defined</u>

Workplace violence is any intentional conduct that is sufficiently severe, abusive or intimidating to cause an individual to reasonably fear for their own personal safety or the safety of their family, friends and/or property such that employment conditions are altered or a hostile, abusive or intimidating work environment is created for one or more employees.

Workplace violence does not refer to work environment arguments or debates that are zealous or impassioned, provided there is no resort to any form of coercion. Discussions about sporting activities, popular entertainment or current events are not considered work-related violence when there is no threat of violence being directed to the work environment or any individual connected with it. Rather, workplace violence refers to behavior that demonstrates an intention to engage in violence, condones violence in our work environment, or targets any individual with acts or threats of violence.

This policy in no way prohibits employees from engaging in activities that are protected under applicable state and federal laws, including but not limited to any activity that is protected under Section 7 of the National Labor Relations Act, which includes the right of employees to speak with others, engage in debates and protest about their terms and conditions of employment.

Reporting

If any employee observes or becomes aware of any of the above-listed actions or behavior by an employee, consultant, student, visitor, or anyone else, they should notify the Human Resources Department immediately.

Further, employees should notify the Human Resources Department if any restraining order is in effect, or if a potentially violent non-work-related situation exists that could result in violence in the workplace.

Investigation

All reports of workplace violence will be taken seriously and will be investigated promptly and thoroughly. All employees are required to cooperate with such investigations. In appropriate circumstances, RPS will inform the reporting individual of the results of the investigation. To the extent possible, RPS will maintain the confidentiality of the reporting employee and of the investigation. RPS may, however, need to disclose results in appropriate circumstances, for example, in order to protect individual safety. RPS will not tolerate retaliation against any employee who reports workplace violence.

Corrective Action and Discipline

If RPS determines that workplace violence has occurred, RPS will take appropriate corrective action and will impose discipline on offending employees. The appropriate discipline will depend on the particular facts but may include written or oral warnings, probation, re-assignment of responsibilities, suspension, or termination. If the violent behavior is that of a non-employee, RPS will take appropriate action in an attempt to ensure that such behavior is not repeated.

Criminal Charge or Conviction

Employees must notify Rocketship if they are charged or convicted of any criminal offense within five days of the charge or conviction. Conditions that preclude working at the School include conviction of a sexual offense or felony. Misdemeanor convictions will be reviewed on a case by case basis.

Violation of this policy may result in disciplinary action up to and including immediate termination and possible referral to law enforcement for criminal prosecution.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State or Local Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. State or Local Income Tax Withholding: The same factors which apply to federal withholdings apply to state or local withholdings.

3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

4. State Disability Insurance (SDI): Certain states maintain funds which may be used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs in accordance with applicable law. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, with remaining amounts withheld from a final check, or any other options as may be permitted by applicable state law. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, they should ask the Human Resources Department to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Human Resources Department. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Human Resources Department and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis in compliance with federal and applicable state wage payment laws and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. RPS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by a

supervisor. RPS provides compensation for all overtime hours worked by nonexempt employees in accordance with applicable law as follows:

State	Policy
California	Employment beyond eight (8) hours in any workday or more than six (6) days in any workweek must be compensated as overtime at not less than both of the following: ● One and one-half (1½) times the employee's regular rate of pay for all hours worked in excess of eight (8) hours up to and including twelve (12) hours in any workday, and for the first eight (8) hours worked on the seventh consecutive day of work in a workweek provided the employee has worked on all of the preceding six (6) days in the same workweek. ● Double the employee's regular rate of pay for all hours worked in excess of twelve (12) hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek. ● Employment beyond forty (40) hours in any workweek will be compensated at not less than one and one-half (1½) times the employee's regular rate of pay.
Tennessee Texas Wisconsin Washington, DC	● Employment beyond forty (40) hours in any workweek must be compensated at not less than one and one-half (1½) times the employee's regular rate of pay.

For purposes of calculating overtime for nonexempt employees, the workweek is defined as starting at 12:00 a.m. on Sunday and ends at 11:59 p.m. the following Saturday. The workday is defined as the twenty-four (24) hour consecutive period beginning at 12:00 a.m. each day and ending twenty-four (24) hours later at 11:59 p.m.

Only those hours that are actually worked are added together to determine an employee's overtime pay. Compensated holidays, PTO, and sick leave for example, are not hours worked and, therefore, are not counted in making overtime calculations.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to exempt employees.

Paydays

Employees generally will be paid on the 15th and last day of each month. Any exceptions will be included in the state law addendum applicable to the employee's work location. Employees may elect to have their paychecks deposited directly into their own bank account, or sent to them by mail. Employees may view their paychecks online via Automatic Data Processing (ADP). When employees receive their paychecks, they should verify immediately that their working time was recorded accurately and that they were paid correctly for all hours worked.

The employee is responsible for ensuring that the Human Resources Department has their most

up-to-date address on file. RPS does not provide paycheck advances to employees.

Expense Reimbursement

All employees are eligible for expense reimbursement, provided that the expenses are consistent with this policy, documented with receipts, approved by their manager and represent a reasonable and appropriate use of Rocketship funds.

Expenses must also be in compliance with IRS, state, and/or granting/funding agency regulations.

This policy applies ONLY to employees and may differ from those expenses that consultants may charge Rocketship. In the case of consultants, expense reimbursement will be dictated by the consulting agreement. Expense reimbursement for job candidates is governed by the Interview Day Expense Reimbursement Guidelines policy.

Please refer to the full Employee Travel and Expense Reimbursement policy guidelines related to specific expenses. This list is not all-inclusive and is provided for guidance only. If employees have any questions about specific expenses, please contact the RPS Finance Department. For information on personal cell phone reimbursement, please consult the RPS Cell Phone Reimbursement Policy.

Wage and Hour Complaint Procedure and Safe Harbor

Rocketship makes every effort to ensure employees are paid correctly. Occasionally, however, inadvertent mistakes can happen. When mistakes do happen and are called to the School's attention, any necessary corrections will be promptly made. Employees should review pay stubs each pay period to make sure the pay stubs are correct. If an employee believes a mistake has occurred (including any improper deductions, under-reported hours of work, or other errors) or has questions, please speak with your direct supervisor and submit a payroll JIRA ticket immediately. Any reported concerns will be investigated and if merited, will be corrected as soon as possible.

Subject only to those deductions specifically authorized by the FLSA, most exempt employees will receive a predetermined salary each work week, without regard to the number of hours or days worked or variations in the quantity or quality of their work. It is RPS policy to comply with the salary basis requirements of the Fair Labor Standards Act (FLSA) and applicable state law. The School prohibits any deductions from pay that violate the FLSA or applicable state law.. Any exempt employee who believes that RPS has made an improper deduction or has paid you less than your full salary for any work in which you performed work (except under the limited circumstances permitted under the FLSA) should report the concern to the Human Resources Department immediately for investigation. Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, the employee will be promptly reimbursed for any improper deduction made.

If you are a supervisor, manager or other leadership team member, and any employee raises concerns with you about their pay, you must report this to Human Resources. You may not keep the concern confidential or resolve the concern on your own.

RPS will not engage in or tolerate retaliation of any kind against any employee for raising a wage payment concern. If you believe there has been a violation of this policy, contact the Human Resources Department immediately.

Pay Transparency Nondiscrimination Policy

RPS will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or (c) consistent with RPS' legal duty to furnish information.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as wage garnishments, assignments, levies, wage deduction orders or judgments that require the School, by law, to respond to requests for wage information or to withhold part of an employee's earnings in their favor.

Employee Benefits

This policy applies to all Rocketship schools. This policy was written in compliance with relevant state and authorizer requirements in those regions.

RPS offers a package of employee benefit programs for its employees. These plans are specifically defined in legal documents, including insurance contracts and official plan documents that are available for review upon request to the Human Resources Department. You will also receive a Summary Plan Description which is a general summary of the eligibility requirements and other terms, conditions and restrictions as set forth in the plan documents for each benefit plan. To the extent that there are any conflicts between the summaries contained in this Handbook or elsewhere and the official plan documents, the provisions of the official plan documents will control. RPS reserves the right to modify or discontinue any of its employee benefits or plans on a prospective basis at any time without further notice. You ordinarily will be notified of any changes in benefits that may affect you.

Benefits enrollment for all new Rocketship employees will be available within the first thirty (30) days of employment and will be facilitated by the Human Resources Department.

If an employee fails to enroll within the first thirty (30) days of employment, they will not be able to receive benefits unless there has been a qualifying life event or change in status or it is an open enrollment period. Examples of a qualifying life event include birth/adoption of a child, marriage, divorce, or death of an enrolled family member.

When coverage under the School's medical and/or dental group insurance plans ends, eligible employees or their dependents may be able to elect to continue coverage for up to eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended, pursuant to the federal law known as COBRA. Once elected, to continue coverage, an employee must pay the full cost of coverage - the employee contribution and the School's previous contribution plus a possible administrative charge.

RPS will notify employees or their dependents if their elected health insurance coverage ends due to termination or a reduction in work hours and will provide information regarding COBRA continuation rights, if any. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. RPS will then notify the employee or their dependents of the employee's rights.

Health coverage continuation generally must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

Employees who become eligible for COBRA continuation due to a qualifying event by RPS will be provided information about their COBRA continuation rights and obligations.

PERSONNEL EVALUATION AND RECORD KEEPING

Performance Evaluation

Rocketship believes that it is important for all employees to receive feedback on their work so that they may perform their job duties to the best of their abilities. Consistent with this belief, all Rocketship intends that employees will typically receive an evaluation of their job performance at least annually. Performance evaluations will take into account the employee's overall performance in relation to the employee's job responsibilities in addition to the conduct and demeanor of the employee. Please keep in mind that a positive performance evaluation does not guarantee a salary increase or a promotion. Any failure by Rocketship to evaluate an employee shall in no way alter/impair the at-will nature of employment.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Human Resources Department advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, in accordance with applicable law, generally in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by applicable law. Employees may add comments to any disputed item in the file. RPS will restrict disclosure of

personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Human Resources Department. Only the Human Resources Department or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Rocketship will comply with all State regulations regarding access to and contents of an employee's personnel file.

BREAKS/HOLIDAYS, PTO AND LEAVES

School Breaks/Holidays

There are three (3) established school breaks and a variety of regional and Federal holidays during the year in which Full Time employees may receive pay, if eligible as specified below.

School breaks and paid holidays are not considered Paid Time Off (PTO) and are not paid out upon termination of employment. These breaks are scheduled in accordance with the academic calendar and are not accrued or taken at the employee's discretion. Exempt employees who elect or are required to perform work during school breaks or holidays will not receive additional compensation, but may receive PTO at the discretion of the Human Resources Department.

In accordance with applicable state laws, including California, any unused, accrued PTO will be paid out upon termination where required by law.

Please refer to the current Annual Calendar for the most updated list of holidays approved for the current school year for your region.

The school breaks outlined below are subject to change at any time upon notice.

A. Winter Break is a limited period (the approximate length of which is shown below) during the winter when Rocketship schools are not in session. All eligible employees receive pay for the Winter Break period although the days designated as Winter Break, and for which pay is received, are different depending on staff classification.

B. Spring Break is a one (1) week period in which Rocketship schools are not in session. Only School Instructional/Non-Instructional Staff and School Administrative Staff receive pay during the Spring Break period.

C. Summer Break is a limited period during the summer when Rocketship schools are not in session. Only Exempt School Instructional Staff (during the last week of June and the month of July) and School Administrative Staff (during the first 2 weeks of July) receive pay for the Summer Break period.

D. Federal Holidays: Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving,

<u>Religious Holidays/Observances</u>

RPS will reasonably accommodate an employee's need for time off due to known religious holidays or observances consistent with applicable law. Such accommodations will be made in a way as to not cause undue hardship to the School. Requests for accommodations must be made to the employee's supervisor and the Human Resources Department with at least two (2) weeks' notice. RPS shall determine whether it can reasonably accommodate the request given work demands and the employee's job duties at the time of the need for time off. If additional time is granted, it will be unpaid time unless an employee elects to utilize PTO.

Paid Time Off (PTO)

Eligible employees, as defined below, accrue PTO per pay period and are required to use this time to be paid for not attending work for any purpose including rest, relaxation, illness/sickness, any other personal necessity reason, or any reason covered under an applicable mandatory paid sick leave or mandatory paid time off law. Exempt employees must use PTO time off in at least two (2) hour increments unless smaller increments are permitted under applicable law. Nonexempt employees may use PTO time off in partial days as measured by hours taken. Employees may not "borrow" against time that has not yet been accrued.

A. Eligibility - Each regular, full-time employee begins earning/accruing PTO beginning on date of hire. Employees that are regularly scheduled to work a minimum of thirty (30) hours per week accrue PTO on a pro rata basis, based on the number of hours they are scheduled to work, (e.g., an employee scheduled to work 30 hours per week, at a 75% full-time basis, would earn 75% of the full-time accrual). Temporary employees, and part-time employees who are regularly scheduled to work less than thirty (30) hours per week do not accrue PTO.
B. Approval Process - PTO must be submitted through the employee's Workday portal and approved by the employee's direct manager.
C. Once an employee's PTO accrual balance runs out, absences will be deemed unexcused and will be subject to the attendance policy.
D. Termination of Employment - Upon termination of employment for any reason, all accrued but unused PTO will be paid out.
F. Policy Changes - This policy may be changed at any time upon notice.

<u>PTO for School Instructional/Non-Instructional Staff</u>

The following policies apply to PTO-eligible School Instructional/Non-Instructional Staff members only.

A. Roles - Teacher, Tutor, Enrichment Center Coordinator, Lead Server, Support Staff, and School- based ISE/SPED Staff, and School Leaders
B. PTO Accrual - Regular, full-time employees will accrue ten (10) days of PTO per year (which begins July 1) at a minimum rate of 3.34 hours per semi-monthly pay period, depending on years of service. Note: Nonexempt employees do not accrue PTO during Summer Break.
C. Maximum PTO Accrual - An employee may not have a balance of more than fifteen (15) days (or 120 hours). Once this maximum is reached, the PTO accrual will stop, and will recommence once the balance drops below maximum.
D. End of School Year PTO Balance - Any remaining accrued but unused PTO balance remaining on June 30 of each year will be paid out, as taxable compensation at the

employee's then-current hourly rate, no later than one (1) month following the end of the school year. This annual payout ensures that employees are fully compensated for earned PTO and is not considered a forfeiture of earned wages. PTO balances will reset following the payout, and employees will begin accruing PTO again in the new academic year, subject to applicable accrual limits and state law.

PTO for Network Support Staff

The following policies apply to PTO-eligible Network Support Staff members only, including both national and regional network staff.

A. PTO Accrual - Regular, full-time employees will accrue PTO at a rate based on their years of employment with Rocketship as shown below.

Calendar Year of Service	Annual Rate of Accrual
Date of hire through third year of employment	15 days (120 hours) per year, accrued at a rate of 5 hours per semi-monthly pay period.
After the third year of employment through the seventh year of employment	20 days (160 hours) per year, accrued at a rate of 6.67 hours per semi-monthly pay period
After the seventh year of employment	25 days (200 hours) per year, accrued at a rate of 8.33 hours per semi-monthly pay period

*When moving to the next tier of PTO accrual, the new accrual rate will take effect in the pay period following the 3-year anniversary date and 7-year anniversary date, respectively.

B. Maximum PTO Accrued - An employee may not have a balance of more than 1.5 times the then-current annual rate of accrual (for example, an employee with 5 full years of service may accrue a balance of up to 30 days of PTO (20 days per year times 1.5). Once this maximum is reached, the PTO accrual will stop, and will recommence in the next pay period after the balance drops below maximum.

C. End of Year PTO Balance - Employee's end of year PTO balance will be carried over to the following school year.

Black-Out Days

The regional instructional calendar designates certain days as "black-out" days. These include, but are not limited to, instructional days before or after a long weekend or holiday break, as well as key events such as Family Conferences, Data Days, Testing, and PD days. PTO requests for black-out days will be denied unless for reasons permitted under a mandatory paid sick leave or mandatory paid time off law or there is an extenuating circumstance, in which case approval will be at the Principal's discretion.

Regional RPS Scheduled Holidays

Please refer to the current Annual Calendar for the most updated version of holidays approved for the current school year.

Discretionary Leave of Absence

Rocketship recognizes that special situations may arise where an employee must leave their job temporarily. At its discretion, Rocketship may grant employees personal (or discretionary) leaves of absence upon request. Any personal (or discretionary) leaves of absence must be approved in advance by the Rocketship Director of Human Resources and the employee's manager. The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period. At the end of the leave period, the employee may be reinstated to their original or equivalent position with equivalent pay, seniority and benefits, if practicable and/or to the extent required under applicable law. However, RPS cannot guarantee job reinstatement. If an employee does not return from leave as planned, the employee may be terminated.

An employee must use all PTO available to them at the time their leave begins. Once PTO is exhausted, any remaining days of leave will be unpaid. This policy describes general unpaid leave and does not apply to FMLA/new parent or other forms of leave which are discussed in separate policies.

Eligibility

Only exempt employees are eligible for personal leave. In general, an employee must have worked at Rocketship for twelve (12) months or longer to be considered for personal leave, except in special circumstances.

Requesting and Taking Personal Leave

An employee must submit a request for personal leave no less than two (2) weeks before the intended start of the personal leave period. The employee must submit this request to their supervisor. The employee's supervisor and the Human Resources Department must approve the request for personal leave. The Human Resources Department has the right to ask the employee for supporting documentation before granting an employee a leave of absence. If the employee does not provide this supporting documentation by the established deadline, the employee's request for personal leave may be denied.

Ordinarily, personal leave shall not exceed thirty (30) calendar days in a rolling twelve (12) month period. When an employee goes on personal leave under this policy, there is no guarantee of reinstatement to the same position.

If the employee is currently covered under an RPS plan, health benefits coverage may remain in force during a personal leave of absence, provided the employee pays the appropriate premiums. If an employee fails to return from a leave and is terminated, the employee's benefits will be terminated. PTO and sick leave do not accrue during a leave of absence.

Sick Leave

A. Eligible employees, as defined below, are granted sick leave and may voluntarily elect to use this time to be paid for not attending work. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist an immediate family member (i.e., children, parents, spouses/domestic partners) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave for any reason covered under an applicable mandatory paid sick leave law including to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking suffered by the employee or an immediate family member.
B. Eligibility - Any employee that is not eligible for PTO (e.g., temporary full-time, temporary part-time, regular part-time working less than thirty (30) hours per week), and who works at least thirty (30) days for Rocketship from the commencement of employment, is granted three (3) days (or twenty-four [24] hours) of sick leave at the beginning of each work year.
C. Probationary Period - Sick leave may not be used until at least ninety (90) days after the employee's date of hire.
D. Excess Time Off - Time off in excess of the then-existing sick leave balance will be unpaid time off.
E. Accrual/Termination of Employment - Unused sick leave does not carry over from year to year. Upon termination of employment for any reason, sick leave will not be paid out.
F. Policy Changes - This policy may be changed at any time upon notice.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") which requires the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. Additional state-specific family and medical leave requirements are included in the state law addendum applicable to the state in which you work.

<u>Employee Eligibility Criteria</u>

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, as of the date the leave is requested.

Events That May Entitle an Employee To FMLA Leave

The twelve (12) weeks (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of their job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).

   a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

   b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits them to the facility with the expectation that they will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

   c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

   d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, child, or parent with a serious health condition.

4. When an employee is providing care to a spouse, child, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care.

5. For any "qualifying exigency" because the employee is the spouse, child, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve
(12) workweeks total for any purpose in any twelve (12) month period, as described below, for anyone, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working days.

2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, child, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.

3. The "twelve-month period" in which twelve (12) weeks of FMLA leave is defined as a "rolling" 12-month period measured backward from the date an employee commences FMLA leave.

4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and the employee is generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA Leave

1. 1. An employee on FMLA leave because of their own serious health condition must use all accrued paid sick leave and PTO at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, (such as PTO or sick time); to be used after any partial wage replacement benefits have been exhausted or as a supplement to the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA leave for childcare or to care for a spouse, parent, or child with a serious health condition must use any or all accrued sick leave and PTO at the beginning of any otherwise unpaid FMLA leave.

3. If an employee has exhausted their sick leave and PTO, leave taken under FMLA shall be unpaid leave.

4. The receipt of sick leave, PTO, or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick leave and PTO accrue during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began, at which point accrual will cease.

Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will continue during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period.

Any premiums paid by the employee will continue to be deducted from their pay where possible. If an employee is unable to pay their premiums because part or all of their leave is unpaid, then the employee will be required to reimburse the School for their portion of the premiums within 60 days of their return from leave.

Seniority

An employee on FMLA/ leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority they had when the leave commenced.

Medical Certifications

An employee requesting FMLA leave because of their own or a relative's serious health condition must provide medical certification from the

appropriate health care provider on a form supplied by the School or the School's third-party administrator. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in a delay or denial of the leave request until such certification is provided.

2. The School or its third party administrator will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School or its third party administrator may contact the employee's health care provider to authenticate a certification as needed.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School).

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

1. 1. An employee should request FMLA leave by calling the leave experts at Tristar who handle Rocketship's leaves. Employees can call 1-844-702-2352 and choose Option 2 to speak with an Intake Specialist and begin their leave process. Tristar is available between 6AM and 6PM PST, Monday through Friday.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or their qualifying family member. Failure to provide such notice may be grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which they are qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

Status Reports During Leave

For the duration of leave, unless informed of a different schedule, an employee is required to maintain weekly or monthly contact, as directed, with Tristar to provide updates as to the status of their circumstances. Failure to maintain contact and provide required information in a timely fashion might affect the employee's leave and/or employment status.

Return to Work

1.

1. Under most circumstances, employees will be reinstated to the same position they held at the time of the leave or to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment. However, employees have no greater right to reinstatement than if they had been continuously employed rather than on leave. For example, if an employee would have been laid off if they had not gone on leave or, if the employee's position was eliminated during the leave, then the employee will not be entitled to reinstatement

2. Before an employee will be permitted to return from FMLA leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.

3. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will reasonably accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Availability of Leave as a Reasonable Accommodation Under the ADA

No Retaliation

RPS will not interfere with, restrain, or deny the exercise of any right provided under the FMLA. RPS will also not discharge or discriminate against any person for opposing any practice made unlawful by the FMLA or for the person's involvement in any proceeding under or relating to the FMLA. If you feel that you have been retaliated or discriminated against due to your assertion of FMLA-protected rights, participation in an FMLA-related proceeding or any other reason, you are required to immediately contact your supervisor or the Human Resources Department.

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer. The FMLA does not affect any federal or state law prohibiting discrimination, or supersede any State or local law which provides greater family or medical leave rights. For additional information: 1-866-4US-WAGE (1-866-487-9243); www.wagehour.dol.gov.

Pregnancy Disability Leave

Please refer to the state law addendum applicable to the state in which you work for state specific Pregnancy Disability Leave availability and requirements.

Rocketship Paid Parental Leave

Full-time employees will receive ten (10) days of paid time off to care for the employee's newborn child or a child placed with the employee for adoption or foster care. Receipt of pay under this policy will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and PTO) falling during the absence will be counted as both parental leave and scheduled days off.

These days may be taken consecutively or as intermittent leave but must be taken within twelve (12) months of the child's birth, adoption, or placement in foster care.

The Human Resources Department may require additional documentation for the leave.

Industrial Injury Leave (Workers' Compensation)

- RPS in accordance with applicable state laws, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:
- Medical care;
- Cash benefits, tax-free to replace lost wages; and

- Vocational rehabilitation to help qualified injured employees return to suitable employment.
- To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:
    - Immediately report any work-related injury no matter how minor to the Human Resources Department;
    - Seek medical treatment and follow-up care if required;
    - Complete a written Employee's Claim Form (DWC Form 1) and return it to the Human Resources Department; and
    - Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. RPS, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, they are to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries, no matter how minor, must be immediately reported to the Human Resources Department and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of their shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at their own expense, but they are still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.
- An employee who believes that their condition is a qualifying disability and that they are a qualified individual with a disability under the ADA may request and pursue accommodations under the ADA.

Military and Military Spousal Leave of Absence

RPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless

prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employees shall be permitted to continue their health benefits at their option through COBRA. Employees can use accrued PTO as wage replacement during time served, provided such PTO accrued prior to the leave.
The following rules apply to an employee who seeks reinstatement after completing a period of service in the uniformed services.

For uniformed service that is Less than 31 Days or fitness for duty examinations: The employee must return to work at the beginning of the first regularly scheduled work period that starts on the first full day after release from service, following reasonable travel time home, plus an eight-hour rest period.

For uniformed service that is more than 30 days, but less than 181 days: An employee must seek reinstatement within 14 days of release from uniformed service if the employee's service was greater than 30 days but less than 181 days.

For uniformed service that is more than 180 days: An employee must seek reinstatement within 90 days of release from uniformed service if the employee's service was greater than 180 days.

In case of Injury or illness: If an employee is hospitalized, convalescing, or recovering from an injury or illness incurred or aggravated during uniformed service, the periods for seeking reinstatement may be extended for a period of up to two years, unless seeking reinstatement after expiration of that period is impossible or unreasonable due to no fault of the employee.

An employee who was absent from work while fulfilling their covered service obligation under the USERRA or applicable state law shall be credited, upon their return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

RPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen or as otherwise required under applicable law. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation

certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Full Time employees may be granted up to five (5) work days per school year without loss of pay due to a death of an individual who is related to the employee by blood, marriage, adoption, or domestic partnership (parent, spouse, domestic partner, son/daughter, sister/brother, aunt/uncle, parent-in-law, son/daughter-in-law, brother/sister-in-law, grandparent, grandchild. If an employee leaves early on the day they are notified of the death, the remainder of the day is not counted as bereavement leave. Part Time employees may receive up to five (5) days of unpaid bereavement leave for the same related individuals.

The employee and their manager should agree on how much time is needed up to five (5) workdays for bereavement leave. The basis for this decision should take into account the employee's relationship to the deceased, travel distance, and involvement in funeral arrangements.

Additional time taken off beyond five (5) workdays must be approved by the employee's manager and the employee must use their PTO or take unpaid leave. Employees may be asked to provide documentation in support of their bereavement leave. Time off under this policy will run concurrently with any leave required under any applicable state or local law that also provides for paid or unpaid leave for a reason covered under this policy.

Jury Duty or Witness Leave

Unless otherwise provided by state law, Rocketship will provide employees unpaid time off as required by law to serve on a jury or to appear in court in compliance with a subpoena or court order as a witness. Exempt employees who work any portion of a workweek in which they also serve on jury duty will receive their full salary for that workweek. The School will comply with all state laws regarding pay for jury leave.

All employees are required to provide reasonable advance notice of the need for time off due to jury duty or witness leave. Employees are required to report to work each day or portion of a day they are not performing jury duty or serving as a witness. Rocketship reserves the right to request

that the employee furnish written verification from the court as proof that the employee served jury duty or as a witness. Failure to provide written verification may be grounds for disciplinary action.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time

available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Principal at least two (2) days' notice. Employees also are reminded and encouraged to take advantage of the opportunities that may be available in their local jurisdiction to vote early or by mail. The School will comply with all applicable state and municipal voting time laws.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Human Resources Department thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Human Resources Department.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Discipline and Standards of Conduct

Rocketship expects all employees to live out the School's Core Characteristics and to behave professionally and responsibly as a member of the RSED team. The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School. This list is not intended to be comprehensive or limit RPS' right to impose discipline for other conduct it deems inappropriate. Other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. These standards apply to all employees whenever they are on RPS property or conducting RPS business. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School.

Consistent with the at-will employment relationship, RPS may impose discipline whenever it determines it is necessary or appropriate. Discipline may take various forms, including but not limited to verbal counseling, written warnings, suspension, demotion, or termination. The form of discipline imposed will depend on the circumstances of each case; therefore, discipline will not necessarily be imposed in any particular sequence. Moreover, at any time RPS determines it is appropriate, an employee's employment may be terminated at any time, for any or no reason, with or without cause or prior notice. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

The following is an illustrative list of unacceptable conduct:

1. Failure to become familiar with and follow all RPS policies, regulations, administrative procedures, and other reasonable directions given by RPS leadership, as well as applicable law as it relates to the employee's conduct and performance of job duties.
2. Unsatisfactory job performance
3. Conviction of a criminal act including committing a sexual offense or felony.
4. Failure to immediately report (within 5 days) a criminal charge or conviction to the Human Resources Department.
5. Using profanity in front of students.
6. Using or possessing firearms, weapons or explosives of any kind on School premises where permissible under applicable law.
7. Violations of the prohibited harassment, discrimination and retaliation policy.
8. Provoking a physical fight or engaging in physical fighting on School premises.
9. Violations of the workplace violence policy.
10. Violations of the drug and alcohol policy.
11. Failure to maintain appropriate and professional relationships with students, parents and families, other Rocketship employees and contractors, visitors and community members. RPS employees are expected to act in a sensitive, tolerant, and intelligent manner to set a positive example for students.
12. Failure to properly supervise all students. Students should be under assigned adult supervision at all times during school and during any school activity.
13. Failure to protect the safety, health, and general welfare of all students.
14. Use of violent, vulgar, abusive or threatening language at any time on School premises.
15. Discourteous treatment towards employees, students, parents, or families at any time, including but not limited to engaging in condescending, inattentive, or dismissive behavior.
16. Dishonesty.
17. Involvement in situations that could prompt suspicion by parents, students, and co- workers or that could make parents, students, or co-workers uncomfortable. (See also: Student/Staff Interaction Policy)
18. Tampering with or falsifying any report or record, or submitting a falsified report or employment record, including, but not limited to, personnel, absentee, sickness/disability, or production reports or records, specifically including applications for employment and timecards.
19. Recording the timecard, when applicable, of another employee or permitting or arranging for another employee to record the timecard.
20. Insubordination, or refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority unless unsafe or contrary to School policies or procedures.
21. Refusal to speak to supervisors or other employees or failing to cooperate with an investigation, except when voluntary compliance with an investigation is being requested.
22. Failure to care for, properly use, and protect RPS property. Employees may not remove or use RPS property without authorization, and should return all RPS property upon request.
23. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
24. Failure to keep all student/personnel records, medical information, disciplinary decisions, and other sensitive information confidential as directed by applicable law, RPS policies, and the employee's supervisor. Maintain the confidentiality of any proprietary information relative to RPS (any information developed, compiled and/or used by RPS and its employees in the course of business that is not available to the public). Do not divulge or share any confidential or

proprietary information to anyone outside of RPS who is not authorized to receive it.

25. Failure to attend all mandatory staff meetings and professional development sessions called by their School Leader and/or RPS Leadership, unless otherwise excused.
26. Failure to disclose romantic, familial, platonic living situations, and possible conflicts of interest to the RPS Director of Human Resources, per the Employment of Family/Personal Relationships in the Workplace Policy and the Conflict of Interest Policy.
27. Excessive absenteeism or tardiness.
28. Violation of the RPS staff dress code.
29. Sleeping during work hours.
30. Conducting personal business during business hours or using RPS property.
31. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees.
32. Failure to possess or maintain the credential/certificate required of the position.
33. Failure to submit all required reports or paperwork at the time requested.
34. Failure to provide a medical certification as required by law and/or Rocketship policy to substantiate an absence.
35. Inefficiency, including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
36. Any other conduct detrimental to other employees or the School's interests or its efficient operations.

Nothing in this policy or any other NPS policy shall prohibit or restrict employees from: (i) making any disclosure of relevant and necessary information or documents in any action, investigation, or proceeding as required by law or legal process, including with respect to possible violations of law; (ii) participating, cooperating, or testifying in any action, investigation, or proceeding with, or providing information to, any governmental agency or legislative body, any self-regulatory organization; or (iii) communicating about wages, work hours, or other terms and conditions of employment or otherwise engaging in activity protected by the National Labor Relations Act.

Off-Duty Conduct

While Rocketship does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect Rocketship or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform their work will not be tolerated.

While employed by Rocketship, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are prohibited to the extent permissible under applicable law:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at Rocketship.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with Rocketship.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with Rocketship.
- Additional employment that requires the employee to conduct work or related activities on the School's property during working hours or using School facilities and/or equipment

- Additional employment that directly or indirectly competes with the business or the interests of Rocketship.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. RPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for an employee to terminate their employment with the School, employees should notify the Human Resources Department regarding their intention as far in advance as possible. At least two (2) weeks' notice is requested whenever possible.

When an employee terminates their employment (voluntary or involuntary), the School will payout all earned but unused PTO pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns.

Specific complaints of prohibited harassment, discrimination, and retaliation are addressed in and should be followed in accordance with the School's "Policy Prohibiting Harassment, Discrimination, and Retaliation."

Open Door Policy

Rocketship understands that channels of communication should always be kept open and flexible. The Open Door Policy provides a means by which employees can discuss problems, raise concerns, and make suggestions. This means that any employee is generally permitted to meet with a member of the Human Resources Department or management at a mutually convenient time. Usually it is advisable for the employee to first meet with their immediate manager, who may be able to resolve the issue. Rocketship will make every attempt to keep all Open Door discussions confidential in the absence of employee permission to disclose specific information discussed, but cannot keep all information confidential where such confidentiality would prevent Rocketship from complying with applicable laws or RPS policies. Specific complaints of prohibited harassment, discrimination, and retaliation are addressed in and should be followed in accordance with the School's "Policy Prohibiting Harassment, Discrimination, and Retaliation."

Problem-Resolution Procedure
Purpose

Rocketship Public Schools is committed to providing favorable working conditions for its employees. Part of this commitment involves encouraging an open and honest atmosphere in which employee concerns and complaints receive a timely response.

Problem Resolution

If Rocketship Public Schools employees disagree with the implementation or enforcement of established rules of conduct, policies or practices, they can usually express their concern through the problem resolution procedure. No employee will be penalized, formally or informally, for voicing a complaint in a reasonable, business-like manner or for using the problem resolution procedure.

Procedure

If a situation occurs in which an employee believes that a condition of employment or a decision affecting them is unjust or inequitable, the employee is encouraged to make use of the following steps. **The employee may disengage with the process at any step and go directly to HR.**

1) The employee may present the problem to their immediate supervisor within 10 calendar days after it occurs. If the supervisor is unavailable to address the problem, or if the employee believes it would be inappropriate to contact their immediate supervisor, the employee may present the problem to their skip level manager (manager who sits two levels above the employee).
    a) Please note, an employee may disengage with the problem resolution procedure at any point in the process.
    b) If the problem involves leaders, employees may contact HR directly.
2) The supervisor will strive to discuss the situation with the employee within 10 calendar days after the employee brings the problem to the supervisor or their skip level manager. The supervisor must document the discussion.
3) The employee may present the problem to HR within 10 calendar days after the manager or skip level manager attempts resolution, if the employee believes that the problem is unresolved.
    a) The submission of the written complaint should include:
        i) The complainant will reduce their complaint to writing, indicating all known and relevant facts within a clear timeline. (The problem and the date(s) when the incident(s) occurred.)
        ii) Suggestions on ways to resolve the problem.
        iii) If applicable, any copy of the immediate supervisor's written response or a summary of their verbal response and the date when the employee met with the immediate supervisor. If the supervisor provided no response, the complaint should state this.

Policy for Complaints Against Employees
(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a school employee. If complaints cannot be resolved informally, complainants may file a written complaint with the Principal or Department of Human Resources by emailing compliance@rsed.org, as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal or Department of Human Resources may follow the following process:

1. The Principal or Department of Human Resources shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal or Department of Human Resources finds that a complaint against an employee is valid, they may take appropriate disciplinary action against the employee. As appropriate, they may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will typically be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, consistent with a thorough and objective investigation, and to the extent permitted or required under applicable law.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: Rocketship will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures intended to resolve the complaint.
4. Paid Administrative Leave: Rocketship reserves the right to place any employee on paid administrative leave during an investigation.

ACKNOWLEDGEMENT AND RECEIPT

I acknowledge that I have received and read a copy of the School's Employee Handbook ("Handbook") and, if available, the State Addendum for the state in which I work ("Addendum"). I understand that the Handbook and Addendum set forth the terms and conditions of my employment with the RPS as well as the duties, responsibilities and obligations of employment with the RPS. I understand that RPS has provided me various alternative channels to raise concerns of violations of this Handbook and RPS policies and encourages me to do so promptly so that the RPS may effectively address such situations, and I understand that nothing herein interferes with any right to report concerns, make lawful disclosures, or communicate with any governmental authority regarding potential violations of laws or regulations. I agree to abide by and be bound by the rules, policies and standards set forth in the Handbook and applicable Addendum.

I acknowledge that, except where required otherwise by applicable state law, my employment with the RPS is at-will, meaning that it is not for a specified period of time and that the employment relationship may be terminated at any time for any reason, with or without cause or notice, by me or the RPS. I further acknowledge that only the CEO of Rocketship Education or their authorized representative has the authority to enter into an agreement that alters the fact that my employment with RPS Name is at-will. Any such agreement must be in writing and signed by the CEO of Rocketship Education or their authorized representative.

I further acknowledge that the RPS reserves the right to revise, delete and add to the provisions of the Handbook and Addendum, but that all such revisions, deletions or additions must be in writing. No oral statements or representations can change the provisions of the Handbook or Addendum.

Furthermore, the RPS's policy of at-will employment can only be changed as stated in the prior paragraph.

I understand and acknowledge that nothing in this Handbook or in any other document or policy is intended to prohibit me from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission, National Labor Relations Board, Securities and Exchange Commission or any other federal, state or local agency charged with the enforcement of any laws.

I also understand and acknowledge that nothing about the policies and procedures set forth in this Handbook should be construed to interfere with any employee rights provided under state or federal law, including Section 7 of the National Labor Relations Act, including the right to communicate with others concerning wages, hours, benefits, and other terms or conditions of employment; to self-organize, form, join or assist labor organizations; to bargain collectively through representatives of the employees' choosing; to engage in other concerted activities for the purpose of collective bargaining or other mutual aid or protection; or to refrain from engaging in such activities.

I further acknowledge that I have received, read, and understand RPS Name's Equal Employment Opportunity ("EEO") Policy and Policy Prohibiting Harassment, Discrimination, and Retaliation and any additional policies prohibiting discrimination, harassment, and sexual harassment in the Addendum for the state in which I work. I agree to comply with these policies.

I understand that if I feel I have been subject to discrimination, sexual harassment, prohibited harassment, or retaliation for conduct that may violate the RPS's EEO Policy and Policy Prohibiting Harassment, Discrimination, and Retaliation, or any additional policies on anti-discrimination, harassment, sexual harassment, or retaliation in the State Addendum for the state in which I work, or if I am aware of such conduct, I should immediately report the matter to my immediate supervisor, the Human Resources Department, my next level supervisor, the designated Compliance Coordinator, or any other leadership team member or member of management.

I acknowledge that, if I am non-exempt employee, I was "on-the-clock" (i.e., I recorded my time or made sure I was clocked in) when reviewing the Employee Handbook and State Addenda (if applicable) and signing the Acknowledgment forms.

I have read and understand the above statements.

Signature: _____ Date: _____

Name (Printed_____

[TO BE PLACED IN EMPLOYEE'S PERSONNEL FILE]

Your Employee Rights Under the Family and Medical Leave Act

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons. The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees.

Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if **all** of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location.

Airline flight crew employees have different "hours of service" requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management.

How do I request FMLA leave?

Generally, **to request FMLA leave you must**:

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do not have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You **must also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your **employer may request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress.

What does my employer need to do?

If you are eligible for FMLA leave, your **employer must**:

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer cannot interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer must confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, your **employer must notify you in writing**:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call **1-866-487-9243** or visit **dol.gov/fmla** to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**

WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

SCAN ME

WH1420 REV 04/23

AMENDMENT TO EMPLOYEE HANDBOOK

State Law Addenda: Policies by State

This Employee Handbook, accompanied by the state law addenda, contains the employment policies and practices of the School in effect at the time of publication.

RPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook or to the state law addendum applicable to an employee's work location will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

CALIFORNIA ADDENDUM

This California Addendum ("Addendum") to the Rocketship Education d/b/a Rocketship Public Schools ("Rocketship," "RPS," or the "School") Employee Handbook is applicable to all School employees regularly working in California. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Employee Handbook and shall apply as required by California or applicable local law.

Important Note: This Addendum, along with the Employee Handbook, is a general guideline and is not a contract nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Employee Handbook affects the at-will employment relationship described in the Employee Handbook. Just as any employee has the right to end their employment with the School at any time, for any reason or no reason, the School has the right to terminate an employee's employment at any time, for any reason or no reason, with or without notice or cause. The relationship between the School and each of its employees is at-will.

The School reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Employee Handbook should discuss them with the Human Resources Department.

Equal Employment Opportunity

The School is an equal opportunity employer. In accordance with applicable law, we prohibit discrimination and harassment against employees, applicants for employment, individuals providing services in the workplace pursuant to a contract, unpaid interns and volunteers based on their: race (including traits associated with race, such as hair texture and protective hairstyles), religious creed, color, national origin, citizenship status, ancestry, physical disability (including HIV/AIDS) or mental disability, medical condition, genetic information, marital status (including registered domestic partnership status), sex and gender (including pregnancy, childbirth, lactation and related medical conditions), gender identity and gender expression (including transgender individuals who are transitioning, have transitioned, or are perceived to be transitioning to the gender with which they identify), age (40 and over), sexual orientation, Civil Air Patrol status, military and veteran status, an individual's reproductive health decisions and any other consideration protected by federal, state or local law (collectively referred to as "Protected Characteristics"). The School also prohibits discrimination and harassment on the basis of any combination of Protected Characteristics and on the basis of any perception that a person has or is associated with someone who has one or more Protected Characteristics.

For purposes of this policy, discrimination on the basis of "national origin" also includes discrimination against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States, as well as discrimination based upon any of the following: an individual's or individual's ancestors' actual or perceived physical, cultural or linguistic characteristics associated with a national origin group ; marriage to or association with individuals of a national origin group; tribal affiliation; membership in or association with an organization identified with or seeking to promote the interests of a national origin group; attendance or participation in schools, churches, temples, mosques or other religious institutions generally used by persons of a national origin group; or a name that is associated with a national

origin group. An employee's or applicant for employment's immigration status will not be considered for any employment purpose except as necessary to comply with federal, state or local law.

The School allows employees to self-identify their gender, name and/or pronoun, including gender-neutral pronouns. The School will use an employee's gender or legal name as indicated on a government-issued identification document, only as necessary to meet an obligation mandated by law. Otherwise, the School will identify the employee in accordance with the employee's current gender identity and preferred name.

The School will not tolerate discrimination or harassment based upon these characteristics or any other characteristic protected by applicable federal, state or local law. The School also does not retaliate or otherwise discriminate against applicants or employees who request a reasonable accommodation for reasons related to disability or religion. Our commitment to equal opportunity employment applies to all persons involved in our operations and prohibits unlawful discrimination and harassment by any employee, including supervisors and co-workers.

Hours of Work and Payroll Practices

Pay Periods and Paydays.

Rocketship's paydays are the 15th of each month and the last day of each month. The payroll period begins at 12:00 a.m. Sunday and ends the second Saturday thereafter at 11:59 p.m. You will be paid by check or direct deposit on the above-mentioned payday. If the regular payday falls on a School holiday, you will be paid on the last business day before the holiday.

Working Hours.

Exempt employees are paid for all hours worked, regardless of number, by their salaries. This means that when exempt employees need to work beyond their usual scheduled workday, there is no additional "overtime" compensation. Exempt full-time employees are expected to typically work at least an eight (8) hour workday, and longer, if necessary.

Nonexempt employees will be scheduled to work according to the needs of the School, which will be communicated to them in advance. Nonexempt employees will receive overtime compensation for work beyond eight (8) hours in a workday or more than six (6) days in any work week at an overtime rate will not be less than the following:

- One and one-half (1½) times the employee's regular rate of pay for all hours worked in excess of eight (8) hours up to and including twelve (12) hours in any workday, and for the first eight (8) hours worked on the seventh consecutive day of work in a workweek provided the employee has worked on all of the preceding six (6) days in the same workweek.
- Double the employee's regular rate of pay for all hours worked in excess of twelve (12) hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek.
- Employment beyond forty (40) hours in any workweek will be compensated at not less than one and one-half (1½) times the employee's regular rate of pay.

Rest and Meal Periods.

Meal and Rest Periods: Employees working at least five (5) hours are provided with a thirty (30) minute unpaid meal period, to be taken approximately in the middle of the workday to start within the first five hours of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and RPS mutually consent to the waiver in writing. Non-exempt employees who work more than ten (10) hours in a day are entitled to a second unpaid, duty-free 30-minute meal period to start within the first 10 hours of work.

Employees are also provided with a ten (10) minute rest period for every four (4) hours or major fraction thereof worked which should be scheduled towards the middle of each work period as practicable. Employees are prohibited from combining meal and rest period time. Employees may not accumulate rest periods or use rest periods as a basis for starting work late, leaving work early, or extending a meal period.

Employees are entitled, encouraged, and expected to take all meal periods provided under this policy. During meal periods, RPS will relieve employees of all duty and will not exercise control over employees' activities. Employees are free to spend their meal and rest period time as they choose and are free to leave the worksite but must be sure to return to work at the completion of the period. No supervisor or manager may impede or discourage employees from taking meal or rest periods provided under this policy.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees are required to document the start/end time of their meal periods, as well as certify they have taken their rest periods, on their time records each payroll period. Any employee who believes that they were not provided meal and rest periods that comply with this policy must immediately inform the Human Resources Department or another member of management.

Wage and Hour Complaint Procedure.

If you believe you have been compensated incorrectly or have been improperly classified as exempt or nonexempt, you must report such concerns immediately to Human Resources. Such concerns will be investigated and if merited, will be immediately corrected. The School will not retaliate against any employee for raising a concern and will not permit others to retaliate against such an employee.

Personnel Files

California employees may receive, or may authorize a third-party to view or receive, a copy of the employee's personnel file and/or payroll records by submitting a written request to your Human Resources Team. The Human Resources Team will make the contents available within the time required by law, from the date of receipt of the written request. California employees may obtain the pay scale for their current position by making a written request to Human Resources.

Anti-Harassment/Discrimination/Retaliation

(For employees working in California, this policy replaces the policy provided in the main Employee Handbook.)

The School is committed to providing a work environment free of sexual or any form of prohibited harassment, discrimination or retaliation. In furtherance of this commitment, the School provides harassment and discrimination training to its employees. Supervisors are required, as a condition of employment in such position, to complete at least two hours of sexual harassment training every two

years. New supervisors must complete the sexual harassment training within six months of assuming a supervisory position. Non-supervisory employees must complete at least one hour of sexual harassment training every two years.

Harassment or unlawful discrimination against individuals on the basis of any Protected Characteristic. The School also prohibits discrimination and harassment on the basis of any combination of Protected Characteristics and on the basis of any perception that a person has or is associated with someone who has one or more Protected Characteristics.

Prohibited Conduct.

Sexual or other prohibited harassment or discrimination includes any verbal, physical or visual conduct based on sex, race, age, national origin, disability or any other legally protected basis if:

(1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or engagement;

(2) submission to or rejection of such conduct by an individual is used as a basis for decisions concerning that individual's employment or engagement; or

(3) such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and lewd, vulgar or obscene remarks, jokes, posters or cartoons, and any unwelcome touching, pinching or other physical contact. Other forms of prohibited harassment or discrimination may include racial epithets, slurs and derogatory remarks, stereotypes, jokes, posters or cartoons based on race, national origin, age, disability, marital status or other legally protected categories. These are examples of prohibited harassment and do not describe all forms of prohibited harassment. An employee may be liable for harassment based on sex even if the alleged harassing conduct was not motivated by sexual desire. An employee who engages in unlawful harassment may be personally liable for harassment even if the School had no knowledge of such conduct.

Complaint Procedure.

Employees or contract workers who feel that they have been harassed or discriminated against, or who witness any harassment or discrimination by an employee, contract worker, customer, vendor or anyone else who does business with the School, should immediately report such conduct to their supervisor, any other member of management or Human Resources so that the matter can be promptly investigated. Employees are not required to make a complaint directly to their immediate supervisor. Supervisors must immediately report any complaints of misconduct to the Director of Human Resources who will attempt to resolve issues internally.

Do not allow an inappropriate situation to continue by not reporting it, regardless of who is creating the situation. No employee, contract worker, customer, vendor or other person who does business with this organization is exempt from the prohibitions in this policy.

All complaints of prohibited harassment or discrimination will be investigated timely, objectively, fairly and thoroughly by impartial, qualified personnel. The School expects all employees to fully cooperate with any investigation conducted by the School into a complaint of prohibited harassment,

discrimination or retaliation, or regarding the alleged violation of any other School policies. The School will maintain confidentiality surrounding the investigation to the extent possible and to the extent permitted under applicable federal and state law.. The complaint process will be documented and tracked for reasonable progress and will be closed in a timely manner. Appropriate options for remedial actions and resolutions will be considered. Upon completion of the investigation, the School will communicate its conclusion as soon as practical. If at the end of the investigation misconduct is found, appropriate remedial measures will be taken commensurate with the severity of the offense, up to and including termination of employment. If the School determines that this policy has been violated, remedial action will be taken. Appropriate action will also be taken to deter any such conduct in the future.

To the extent that an employee or contract worker is not satisfied with the School's handling of a harassment or discrimination complaint, they/they may also contact the appropriate state or federal enforcement agency for legal relief. In California, the California Civil Rights Department can be contacted by consulting the government agency listings in the telephone book or on-line at www.calcivilrights.ca.gov. **The CRD Sexual Harassment Prevention Training may be accessed here: https://calcivilrights.ca.gov/shpt** The Department will, in appropriate cases, prepare and investigate complaints of harassment or discrimination; after a hearing, individuals actually injured as a result of such conduct may be awarded damages, as well as other remedies.

Retaliation Prohibited.

Retaliation is prohibited against any person by another employee or by RPS for using the School's complaint procedure, reporting prohibited discrimination or harassment or filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

Please contact a member of the Human Resources Department if you have any questions about this policy or require further information on the subject of sexual or other harassment or discrimination.

Reimbursement of Business-Related Expenses

Under California law, employees are entitled to be reimbursed for all expenses they necessarily incur in the performance of their work duties. If the School provides the employee with necessary equipment (for example, a cellular phone or laptop), the employee's use of their/their personal device is not reimbursable, because it was not necessary for the employee to use their/their own device. If you have a question about the use of personal property in connection with your job duties, please see Human Resources. Out-of-pocket expenses incurred by employees must be necessary and reasonable and reimbursement for such expenses should be promptly requested, using the School's expense reimbursement process. Please refer to the School's Employee Travel and Expense Reimbursement Policy and Cell Phone Reimbursement Policy for details and requirements for expense reimbursement. Such policies will be applied in full compliance with California law.

Substance Abuse—Supplement to Policy

RPS is committed to providing its employees with a safe and productive working environment. In keeping with this commitment, RPS maintains a strict policy against the use of alcohol, marijuana and the unlawful use of drugs in the workplace.

Consequently, you may not consume, use, possess, sell, purchase or transfer alcohol, marijuana or illegal drugs at any time while on RPS' premises or while using RPS vehicles or equipment, or at any location during work time. Also, you may not report to work with illegal drugs or alcohol in your bodily system. "Illegal drug" means any drug that is not legally obtainable or that is legally obtainable but has not been legally obtained. It includes prescription drugs not being used for prescribed purposes or by the person to whom it is prescribed or in prescribed amounts. It further includes any substance a person holds out to another as an illegal drug. Employees will not be in violation of this policy if they have non-psychoactive marijuana metabolites in their bodily system due to off-duty marijuana use, nor will they be tested for such non-psychoactive metabolites; however, RPS may not possess, be impaired by, or use marijuana on RPS premises or during work time.

Any violation of this policy will result in disciplinary action, up to and including immediate termination of employment.

Employees are expected to cooperate with RPS' investigation of possible violations of this substance abuse policy. As part of this cooperation, you must report to your supervisor or the Human Resources Department, or other management personnel, any known or suspected violations of this policy. Refusal to cooperate with an investigation conducted under this policy will result in disciplinary action, up to and including termination of employment. Any testing done pursuant to such an investigation will be conducted in accordance with applicable law.

If you feel you have developed an addiction to, dependence upon or problem with alcohol or drugs, legal or illegal, you are strongly encouraged to seek assistance before a violation of this policy occurs. Any employee who requests time off to participate in a rehabilitation program will be reasonably accommodated. However, you may not avoid disciplinary action, up to and including immediate termination, by entering a rehabilitation program after a violation of this policy is suspected or discovered.

Paid Time Off (PTO) Policy

In addition to the information provided in the main Employee Handbook, the following conditions apply to a California employee's use or accrual of PTO. Although the School will make reasonable efforts to accommodate requests in scheduling PTO, except as otherwise required by law, all PTO not for reasons covered by a mandatory paid sick leave or paid time off law is scheduled subject to the School's business needs and may be postponed when business needs require. With proper advance notice, the School reserves the right to require employees to use accrued PTO at times designated by the School.

No PTO is earned when you are on any unpaid leave of absence. PTO may be used only if it has been earned. Employees will be paid for PTO at their regular straight time rate of pay or base salary for the approved PTO period. PTO days are not considered hours worked for purposes of calculating overtime. Employees may elect to use PTO at the beginning of an otherwise unpaid FMLA or CFRA leave period.

If a paid holiday falls within an employee's PTO period, the day will be treated as a holiday and not a PTO day.

State Benefits for Paid Family Care and Medical Leave

If you are on an approved leave of absence or an approved reduced work schedule to care for a family member (child, spouse, registered domestic partner, parent, parent-in-law, grandparent, grandchild or sibling) who is seriously ill and requires care or to bond with a new child during the first 12 months after the child's birth or after the placement of a child for adoption or foster care with the employee, you may apply for paid family leave benefits with the California Employment Development Department (EDD).

Paid family leave benefits are provided by the State of California and if approved, provide partial income replacement to an eligible employee. The paid family leave benefit offered by the state does not guarantee that you will be eligible to take a leave of absence or reduced work schedule. You must meet any applicable criteria specific to such leaves or reduced work schedules. You must follow the procedures in the Family Care and Medical Leave or Unpaid Leave of Absence policies in the main Employee Handbook to request a leave or reduced work schedule.

You are responsible for filing your claim and other forms promptly and accurately with the EDD. A claim form may be obtained from any office of the EDD by telephone, letter or in person or you can request a form from the EDD's website – www.edd.ca.gov

If you plan an extended absence to care for a family member or bond with a new child, please notify Human Resources so that we may provide you with further information regarding this benefit.

Leaves of Absence

While regular attendance is crucial to maintain business operations, the School recognizes that, for a variety of reasons, employees may need time off from work. The School has available several types of leaves of absence. Some are governed by California law and others are discretionary. For all planned leaves, however, you must submit a request at least 30 days in advance whenever feasible; in case of an emergency, the request should be made as soon as you become aware of the need for leave. All leaves must have the approval of the School management.

All requests for a leave of absence will be considered in light of their effect on the School and its work requirements, as determined by the School management, which reserves the right to approve or deny such requests in its sole discretion, unless otherwise required by law. For disability-related leave requests, the School will engage in an interactive process with you to determine if a leave is the most appropriate accommodation. You must provide a certification from your healthcare provider to support a leave for medical reasons. Failure to provide the required certification to the School in a timely manner may result in delay or denial of leave. If you fail to return to work on the first workday following the expiration of an authorized leave and have not requested an extension, you will be deemed to have voluntarily resigned from the School. If you are requesting an extension of a leave, you must request such extension and have it approved before the expiration of the currently approved leave.

While the School will make a reasonable effort to return you to your former position or a comparable position following an approved leave of absence, there is no guarantee that you will be reinstated to your position, or any position, except as required by law.

All leaves are generally unpaid.

Use of PTO and/or paid sick leave during an otherwise unpaid leave will not extend the period of an approved leave of absence.

Holidays that fall during a leave of absence will not be paid.

Pregnancy Disability Leave and Accommodation

If you are disabled by pregnancy, childbirth or related medical conditions (including medical conditions relating to lactation), you are eligible to take a pregnancy disability leave ("PDL"). For purposes of this policy, employees are "disabled by pregnancy" when, in the opinion of their health care provider, they cannot work at all or are unable to perform any one or more of the essential functions of their job or to perform them without undue risk to themselves, the successful completion of their pregnancy or other persons as determined by a health care provider. The term "disabled" also applies to certain pregnancy-related conditions, such as severe morning sickness or the need to take time off for prenatal or postnatal care, bed rest, postpartum depression and the loss or end of pregnancy (among other pregnancy-related conditions that are considered to be disabling).

Covered employees are eligible to transfer to a less strenuous or hazardous position or to less strenuous or hazardous duties, if such a transfer is medically advisable and can be reasonably accommodated. Employees disabled by qualifying conditions may also be entitled to other reasonable accommodation where doing so is medically necessary. In addition, if it is medically advisable for the employee to take intermittent leave or work a reduced leave schedule, the School may require the employee to transfer temporarily to an alternative position with equivalent pay and benefits that can better accommodate recurring periods of leave. Employees should contact Human Resources to request leave, accommodation or transfer.

Duration of Leave: An employee is entitled to up to four months (17⅓ weeks) of PDL while the employee is disabled by pregnancy, childbirth or related medical condition. For purposes of this policy, "four months" means time off for the number of days the employee would normally work within the four calendar months following the commencement date of taking a pregnancy disability leave. For a full-time employee who works five eight-hour days per week, or 40 hours per week, "four months" means 693 hours of leave entitlement, based on 40 hours per week times 17⅓ weeks.

Employee Notice Requirements: To receive reasonable accommodation, obtain a transfer, or take a PDL, you must provide sufficient notice so the School can make appropriate plans – 30 days advance notice if the need for is foreseeable, otherwise as soon as practicable if the need is an emergency or unforeseeable.

Medical Certification: An employee is required to obtain a certification from their health care provider of their need for PDL, or the medical advisability of an accommodation or a transfer. Upon request, the Human Resources Department will provide you with a medical certification form that you can take to your doctor. As a condition of an employee's return from PDL, the School requires the employee to obtain a release to return to work from their health care provider stating she is able to resume their original job duties.

Leave is Unpaid: PDL leave is unpaid. We require the use of any available sick time during any unpaid portion of PDL. However, at the employee's option, the employee may use any accrued vacation time or other accrued paid time off as part of their PDL before taking the remainder of their leave on an unpaid basis. The use of any paid leave will not extend the duration of the employee's PDL. The School encourages employees to contact the EDD regarding eligibility for state disability insurance

for the unpaid portion of their leave.

Leave *Concurrent* with Federal Family and Medical Leave and *Consecutive* with California Family Rights Act: If an employee is eligible for leave under the federal Family and Medical Leave Act or California Family Rights Act, PDL and FMLA or CFRA leave will run concurrently. Employees should refer to the family and medical leave policies in this Handbook for additional information.

Return to Work: If an employee does not return to work on the originally scheduled return date or request in advance an extension of the agreed upon leave with appropriate medical documentation, the employee may be deemed to have voluntarily terminated their employment with the School. Failure to notify the School of their ability to return to work when it occurs, or their continued absence from work because their leave must extend beyond the maximum time allowed, may be deemed a voluntary resignation of the employee's employment with the School. Upon the employee's return from PDL, the employee will be reinstated to their same position in most instances.

Continuation of Health Insurance Benefits: Employees who participate in the School's group health insurance plan shall continue to participate in the plan while on PDL under the same terms and conditions as if they were working. Employees should make arrangements with Human Resources for payment of their share of the insurance premiums. Benefit continuation under PDL is distinct from benefit continuation for employees who also take birth bonding leave under the CFRA.

Lactation Accommodation

Employees have the right to request lactation accommodation. The School will provide a reasonable amount of break time for any employee who desires to express breast milk for as long as the employee requests an accommodation. If possible, the break time should run concurrently with the employee's normally scheduled rest or break times. Any break time to express breast milk that does not run concurrently with your normally scheduled break time is unpaid.

For lactation breaks when an employee is working at a physical location of the School, a private (shielded from view and free from intrusion from co-workers and the public) lactation location will be provided and located close to your work area. The lactation location will comply with standards in accordance with state law. In addition, a refrigerator suitable for storing milk in close proximity to your workspace will be provided. If a refrigerator cannot be provided, the School will provide another cooling device suitable for storing milk, such as an employer-provided cooler.

Employees who desire lactation accommodations should contact Human Resources to request accommodations. If the School cannot provide break time or a location that complies with this Lactation Accommodation policy, the employee requesting the accommodation will be notified in writing.

The School prohibits discrimination or retaliation against employees who exercise their rights to lactation accommodation, including those who request time to express milk at work and/or who lodge a complaint related to the right to lactation accommodation. If you believe you have been denied reasonable break time or adequate space to express milk, or have otherwise been denied your rights related to lactation accommodation, you have the right to file a complaint with the Labor Commissioner.

Family and Medical Leave

FMLA and CFRA

Eligible employees may request a family and medical leave of absence in accordance with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA") in effect at the time the leave is granted and under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), and have worked at least 1,250 hours during the 12 months immediately prior to the family and medical leave of absence. Employees requesting leave under FMLA must be employed at a worksite where there are 50 or more employees of the School within 75 miles. Leave under CFRA is applicable to employers with five or more employees without regard to work location, provided the employee meets the tenure and hours worked threshold.

You must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable (within one to two business days of learning of the need for leave). You should use the Request for Leave of Absence form, available upon request from Human Resources.

During a family and medical leave, group health benefits will be maintained for the duration of the leave, on the same basis as when you were actively working.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, and you have not requested an extension of leave in advance, with appropriate documentation, you may lose your right to reinstatement. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. Under FMLA, in certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement and offer an opportunity to return from leave early.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact the Human Resources Department.

Traditional FMLA

A traditional family and medical leave may be taken for the following reasons:

(1) the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
(2) the employee is needed to care for the employee's spouse (and registered domestic partner in CA), child, or parent with a serious health condition. In addition, leave under CFRA may be used for the care of an employee's grandparent, grandchild, sibling, and parent-in-law, or another "designated person" who is related by blood or whose association with the employee is the equivalent of a family relationship (an employee may choose one "designated person" per 12-month period); or
(3) the serious health condition of the employee.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a healthcare provider. You may take a leave under reason # (2) above only if, due to a serious health condition, the employee's qualifying family member requires your care or assistance as certified in writing by the family member's healthcare provider. If you are seeking a leave under reason # (3) above, you must provide the School with a medical certification from your own healthcare provider establishing a qualifying reason for the leave, as well as a release to return to work from the healthcare provider before returning to work. When leave is requested, the School will notify you of the requirement for medical certification and when it is due. Failure to provide the requested medical certification in a timely manner may result in the delay or denial of leave until it is provided. Appropriate certification forms can be obtained from Human Resources.

Traditional family and medical leave may be taken for up to 12 workweeks during the designated 12-month period. The 12-month period will be calculated based on a rolling 12-month period, measured backward from the date the employee uses any family and medical leave. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

Under FMLA, if two parents are employed by the School and both seek FMLA leave for baby bonding/care, the parents may be limited to take only a combined total of 12 weeks of leave during the designated 12-month period.

Family and medical leave is unpaid leave; however, you may use any accrued but unused PTO while on leave. Paid sick leave may be used during leave under sections (2) or (3) above.

Military Caregiver Leave

Employees who are eligible for Family and Medical Leave ("FMLA") may also request leave if their spouse, child, parent, or next of kin meets the definition of an injured or recovering "covered service member." "Next of kin" is defined as the closest blood relative of an injured or recovering covered service member.

"Covered service member" is defined as: (1) any member of the armed forces, including the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy; is otherwise in outpatient status; or is otherwise on the temporary-disability retired list for a serious injury or illness; or (2) a veteran who is undergoing medical treatment, recuperation or therapy, for a serious injury or illness and who was a member of the Armed Forces, (including a member of the National Guard or Reserves) at any time during the period of five (5) years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy.

An employee seeking a leave under this policy must provide the School with a medical certification from the injured service member's healthcare provider establishing eligibility for leave. When leave is requested, the School will notify you of the requirement for medical certification and when it is due. Failure to provide the requested medical certification in a timely manner may result in the delay or denial of leave until it is provided. Appropriate certification forms can be obtained from Human Resources.

Military Caregiver Leave may be taken for up to 26 workweeks in a 12-month period. The 12-month period begins on the first day you take Military Caregiver Leave and ends 12 months after that date.

All time off that qualifies as Military Caregiver Leave or Traditional FMLA leave will be counted against your statutory family and medical leave entitlements to the fullest extent permitted by law.

If spouses are both employed by the School, the spouses are permitted to take only a combined total of 26 weeks of Military Caregiver Leave, or any combination of such leave and Traditional FMLA leave, in a 12-month period.

Military Caregiver Leave is unpaid leave; however, while on leave, you may use any accrued PTO and/or paid sick leave you have earned, in accordance with the terms of the School's policy.

Qualifying Exigency Leave (FMLA and CFRA)

This leave is available to a family member of a military member in the National Guard, Reserves, or regular armed forces.

Employees who are eligible for Traditional Family and Medical Leave under the FMLA or CFRA, may also request leave to attend to an exigency or emergency situation arising out of the fact that a spouse, and domestic partner in CA, child, or parent is on covered active duty (or has been notified of an impending call order to covered active duty) in the armed forces. The term "covered active duty" means: (1) in the case of a member of the armed forces, duty during the deployment of the member with the armed forces to a foreign country; and (2) in the case of a member of the Reserves, duty during the deployment of the member with the armed forces to a foreign country under a call or order to active duty.

Qualifying exigencies include issues arising from a covered military member's short-notice deployment (i.e., deployment on seven or fewer days of notice) for a period of seven days from the date of notification; military events and related activities that are related to the covered active duty or call-to-active-duty status of a covered military member; certain childcare and related activities; care of the military member's parent who is incapable of self-care; making financial or legal arrangements; attending counseling; taking up to fifteen calendar days of leave to spend time with a covered military member who is on short-term temporary rest and recuperation leave during deployment; and attending to certain post-deployment activities.

If you are seeking a leave under this policy, you must provide the School with a certification establishing a qualifying reason for leave. When leave is requested, the School will notify you of the requirements for certification and when it is due. Failure to provide the requested certification in a timely manner may result in denial of leave until it is provided. Appropriate certification forms can be obtained from Human Resources.

Qualifying Exigency Leave is a type of FMLA and CFRA leave and may be taken for up to 12 workweeks in the normal 12-month period established by the School for Traditional FMLA or CFRA leave. All time off that qualifies as Qualifying Exigency Leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

California Paid Sick Leave

Eligibility: Pursuant to the Healthy Workplaces, Healthy Families Act, RPS provides paid sick leave to employees who work for the School in California for thirty (30) or more days within a year. **For employees who work in California and who are eligible for sick time under any other applicable sick time/leave law or ordinance or policy, this policy applies solely to the extent it provides greater**

benefits/rights on any specific issue or issues than any other applicable sick time/leave law or ordinance or policy.

Amount: All employees will be granted 5 workdays (40 hours or the equivalent of 5 workdays based on the employee's work schedule) of paid sick leave on January 1 of each year (or on their hire date, if after January 1). Unused paid sick leave is not carried over from year to year. Unused paid sick leave under this policy will not be paid at separation. However, if you are rehired within one year, your unused sick leave time will be reinstated.

Usage: Employees can use accrued paid sick leave beginning on the 90th day of employment. Paid sick leave may be used in a minimum increment of two (2) hours for each use. All employees may use up to five (5) workdays or forty (40) hours of paid sick leave in any year.

Paid sick leave may be used for the following reasons:

1) For diagnosis, care, or treatment of an existing health condition of, or preventive care for, an employee or an employee's family member. "Family member" is defined as a child, parent, legal guardian or ward, spouse, grandparent, grandchild, sibling, registered domestic partner, or designated person. A "designated person" is a person identified by the teammate at the time the teammate requests paid sick days. An employee may choose one "designated person" per 12-month period. The child, parent, sibling, grandparent, and grandchild relationships include not only biological relationships, but also relationships resulting from adoption; step-relationships; and foster care relationships. "Child" includes a child of a domestic partner and a child of a person standing in loco parentis.

2) For an employee or the employee's family member who is a victim of a qualifying act of violence and time off is needed to:

    a) Obtain or attempt to obtain any relief (e.g., a temporary restraining order, restraining order or other injunctive relief) to help ensure the health, safety or welfare of the victim, their child, or a family member;
    b) Seek, obtain, or assist a family member to seek or obtain, medical attention for or to recover from injuries caused by a qualifying act of violence;
    c) Seek, obtain, or assist a family member to seek or obtain, services from a domestic violence shelter, program, rape crisis center, or victim services organization as a result of a qualifying act of violence;
    d) Seek, obtain, or assist a family member to seek or obtain, psychological counseling or mental health services related to an experience of a qualifying act of violence;
    e) Participate in safety planning and take other actions to increase safety from future qualifying acts of violence;
    f) Relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or daycare;
    g) Provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
    h) Seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;

i) Prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
j) Seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For purposes of this policy, a "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime against the employee or their family member: (a) domestic violence; (b) sexual assault; (c) stalking; or (d) an act, conduct, or pattern of conduct that includes any of the following: in which an individual causes bodily injury or death to another individual; in which an individual exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or in which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice: Notice to your supervisor may be given orally or in writing. If the need for paid sick leave is foreseeable, the teammate must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the teammate must provide notice of the need for the leave as soon as practicable.

Payment: Eligible employees will receive payment for paid sick leave, at the same wage as the teammate normally earns during regular work hours unless otherwise required by applicable law, by next regular payroll period after the leave was taken. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Enforcement & Retaliation: Retaliation or discrimination against an employee who requests paid sick days or uses paid sick days, or both, is prohibited, and teammates may file a complaint with the Labor Commissioner against an employer who retaliates or discriminates against the employee.

Reproductive Loss Leave

Employees with at least 30 days' service will be granted up to five (5) days of unpaid leave following a reproductive loss, which includes a failed adoption, failed surrogacy, miscarriage, stillbirth, or an unsuccessful assisted reproduction. Employees may use a maximum of twenty (20) days of leave under this policy per twelve-month period, which is determined on a calendar year (January – December). Leave under this policy must be taken within three (3) months of the day of the reproductive loss. Employees may take leave under this policy on nonconsecutive days. Leave under this policy is unpaid, but Employees may use any available paid sick leave, vacation, or PTO. Leave under this policy is available upon request to Human Resources. All information provided by an employee regarding the need for leave under this policy will be kept confidential,

Workers' Compensation Leave

Any employee who is unable to work due to a work-related injury or illness and who is eligible for Workers' Compensation benefits will be provided an unpaid leave for the period required. The first

12 weeks will be treated concurrently as a family and medical leave for eligible employees. Group health benefits will be maintained for covered employees during leave to the extent required by law.

Jury Duty

U.S. citizens have a civic obligation to provide jury duty service when called. You will be granted a leave of absence without pay for this purpose, provided you give your manager reasonable advance notice. Please bring in your jury duty notice as soon as you receive it so that appropriate arrangements can be made to cover your duties. You are required to call in or report for work on those days or parts of days when your presence in court is not required. Different compensation rules may apply to exempt employees. For further information, contact Human Resources.

Witness Duty

If you are required by law to appear in court as a witness, you may take unpaid time off for such purpose provided you give your manager reasonable advance notice. Written evidence such as a subpoena must be provided. For further information, contact Human Resources.

Leave for Victims of Violence

Unpaid time off is available to victims of a qualifying act of violence. "Qualifying act of violence" means domestic violence, sexual assault , stalking , or an act, conduct, or pattern of conduct in which a third party causes bodily injury or death to another individual; exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Employees should give the School reasonable notice of the need for leave, unless advance notice is not feasible. When an unscheduled absence occurs, the School may require the employee to provide written certification of the need for time off. Any of the following will be considered sufficient certification: a police report indicating the employee or the employee's family member was a victim; a court order protecting or separating the employee or the employee's family member from the perpetrator of the qualifying act of violence, or other evidence from a court or prosecuting attorney that the employee or the employee's family member has appeared in court; documentation from a licensed medical professional, domestic violence counselor, sexual assault counselor, victim advocate, licensed health care provider or counselor that the employee or the employee's family member was undergoing treatment or seeking or receiving services directly related to the qualifying act of violence; or any other form of documentation that reasonably verifies that the qualifying act of violence occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for an authorized purpose .

Additionally, an employee who is a victim or has a family member who is a victim may take time off for any of the following reasons: (1) to seek or obtain, or assist a family member to seek or obtain, medical attention for injuries caused by a qualifying act of violence; (2) to seek or obtain, or assist a family member to seek or obtain, services from a domestic violence shelter, program, rape crisis center or victim services organization or agency as a result of a qualifying act of violence; (3) to seek or obtain, or assist a family member to seek or obtain, psychological counseling or mental health services related to an experience of a qualifying act of violence; (4) to participate in safety planning and take other actions to increase safety from future qualifying acts of violence; (5) to relocate or engage in the process of securing a new residence due to the qualifying act of violence (this includes

securing temporary or permanent housing or enrolling children in a new school or childcare); (6) to provide care to a family member who is recovering from injuries caused by a qualifying act of violence; (7) to seek or obtain, or assist a family member to seek or obtain, civil or criminal legal services in relation to the qualifying act of violence; (8) to prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; and (9) to seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

Bone Marrow and Organ Donation Leave

The School will provide paid time off to employees for bone marrow or organ donation. You may take up to thirty (30) business days in a one-year period for the purposes of organ donation and up to five (5) business days in a one-year period for the purposes of bone marrow donation. An additional unpaid leave of up to 30 business days in a 12-month period may be granted to an employee donating an organ.

To be eligible, employees must have been employed with the School for 90 continuous days immediately preceding the commencement of leave. You are asked to provide reasonable advance notice of the need for leave, and the School may request documentation to confirm that the leave was used for donation purposes and the donation was medically necessary. You will be required to use accrued PTO or paid sick leave during such leave, to the extent allowed by law. Upon return from leave you will generally be returned to your former position or a comparable position, as required by law. Bone marrow/organ donation leave is independent from and does not run concurrently with leave under the FMLA and CFRA leave. Employees are protected against retaliation for participating in this leave of absence.

School Visitation Leave: Family- School Partnership Act

California employees who are Parents, guardians, stepparents, foster parents, grandparents, or an employee who stands in loco parentis to a child may take off up to 40 hours each calendar year as School Visitation Leave. Such leave can be taken to participate in the school activities of the employee's child in a licensed child care facility or grades K-12. The hours that may be taken in any one calendar month to participate in school activities may not exceed eight. School Visitation Leave can also be taken to address the following child care provider or school emergencies: the school or child care provider has requested the child be picked up or has an attendance policy, excluding planned holidays, that prohibits the child from attending or requires the child be picked up; behavioral or discipline problems; natural disasters; or closure or unexpected unavailability of the school or child care provider, excluding planned holidays.

School Visitation Leave is unpaid. Employees must use available accrued PTO during this leave. Reasonable advance notice must be provided. Documentation from the school or licensed child care provider verifying your attendance may also be requested.

Parents or guardians are also entitled to unpaid time off, upon reasonable notice, when required to appear at their child's school because the child has been suspended for certain offenses related to the disruption of school activities or the use of obscenities, vulgarity or profanity.

Leave for Voluntary Emergency Workers

If you are a registered volunteer firefighter, reserve peace officer, or emergency rescue personnel who intends to perform emergency duty during work hours, please alert your supervisor so RPS is aware of the fact that the teammate may have to take time off to perform emergency duty. In the event any teammate needs to take time off for this type of emergency duty, a supervisor must be notified before leaving work. All time off for these purposes is unpaid.

Registered volunteer firefighters, reserve peace officers or emergency rescue personnel are eligible to take temporary unpaid leaves of absence for fire or law enforcement training not to exceed 14 days per calendar year.

Civil Air Patrol Leave

RPS will not discriminate against an employee for membership in the Civil Air Patrol. Additionally, RPS will not retaliate against an employee for requesting or taking Civil Air Patrol leave.

RPS will provide not less than 10 days per year of leave but no more than 3 days at a time to teammates who are volunteer members of the California Wing of the Civil Air Patrol. Employees must have been employed by the School for at least 90 days immediately preceding the commencement of leave, and must be duly directed and authorized by a political entity that has the authority to authorize an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must request leave with as much notice as possible in order to respond to an emergency operational mission of the California Wing of the Civil Air Patrol.

Literacy Leave

Employees are permitted to take unpaid leave to participate in an adult education program for literacy assistance. If an employee needs time off to attend such a program, they should inform their direct supervisor or Human Resources. RPS will make reasonable accommodations for the employee by providing unpaid time off or an adjusted work schedule, provided the accommodation does not impose an undue hardship on RPS. RPS will make reasonable efforts to safeguard the privacy of the employee's enrollment in an adult education program.

Military Spouse Leave

Employees who work an average of at least 20 hours per week may take up to 10 days of unpaid leave when a spouse (or domestic partner, as defined in this Addendum) returns on leave from military duty under certain circumstances. To qualify for leave, the military spouse or domestic partner (the "military member") must be a member of the Armed Forces of the United States, the National Guard or Reserves, who is returning from deployment during a period of military conflict. If the military member is in one of the Armed Forces of the United States, then the member must also have been deployed to an area designated as a combat theater or combat zone by the President of the United States. In addition, employees must provide notice of the intention to take leave within 2 business days of receiving official notice that the military member will be returning on leave and provide written documentation certifying that the military member will be on leave from deployment.

This time off is unpaid; however, employees may use any accrued PTO during this leave. This leave does not affect any other leave-of-absence rights employees may otherwise have under other state or federal laws. Additionally, employees who take this leave are protected by law from retaliation for requesting or taking this leave.

Rehabilitation Leave
Employees who voluntarily wish to enter and participate in an alcohol or drug rehabilitation program will be provided with unpaid time off for Rehabilitation Leave, provided it does not impose an undue hardship on RPS. Any requests for Rehabilitation Leave must be prior to any violation of RPS' internal drug and alcohol policies. An employee may use accrued sick time or vacation/PTO time during Rehabilitation Leave.

RPS' support for treatment and rehabilitation does not obligate RPS to employ any person who violates RPS' drug and alcohol abuse policy or whose job performance is impaired because of substance abuse. RPS is also not obligated to reemploy any person who has participated in treatment or rehabilitation if that person's job performance remains impaired as a result of dependency.

Opportunity to Work

This policy applies to eligible employees working in RPS locations in San Jose, California. Before hiring additional employees, subcontractors, or temporary service or staffing agency employees to work in a San Jose location, RPS will offer additional available hours of work to existing non-exempt, part-time employees at the same San Jose location who, in the RPS' good faith and reasonable judgment, have the skills and experience to perform the work. RPS will use a transparent and nondiscriminatory process to distribute the hours of work among existing eligible employees. RPS is not required to offer such hours to any employee whose acceptance of such hours would require the employee to be compensated at an overtime or other premium rate of pay. RPS will administer this policy in a manner that is intended to comply with the San Jose Opportunity to Work Ordinance. RPS will not tolerate retaliation against any employee for exercising rights available under this policy.

Mandated Reporter Obligations

In California, certain professionals are required to report known or suspected child abuse. Educators, including teachers, aides, school administrators, office workers, and all other employees of public schools are considered "mandated reporters" by law. As an employee of a Rocketship school, or an employee of the Rocketship National office who has regular contact with children, you are a mandated reporter. A mandated reporter must make a report to a "child protective agency" such as the Department of Family and Children's Services and local law enforcement whenever, in their professional capacity and within the scope of employment, they has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been a victim of child abuse.

This "Mandated Reporter Policy" is intended to educate Rocketship school employees of their responsibilities and rights under the Child Abuse and Neglect Reporting Act ("Act"), as well as the procedures for complying with the Act.

When Must You Report?

The Act requires a report to be made when a mandated reporter has a "reasonable suspicion" of abuse. According to CA Penal Code § 11166(a)(1) "reasonable suspicion" means that it is "objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on their training and experience, to suspect child abuse or neglect."

The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an

investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

Under applicable law, when the victim is a child (ordinarily a person under the age of eighteen [18]), the following types of abuse must be reported by all legally mandated reporters.

The perpetrator can be any adult or child, with the exception of a "mutual affray between minors" (i.e., a school yard fight).

Physical Abuse

Physical Abuse means non-accidental bodily injury that has been or is being willfully inflicted on a child. It includes willful harming or injuring of a child or endangering of the person or health of a child defined as a situation where any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation such that their person or health is endangered.

Severe Physical Abuse

Severe Physical Abuse includes any single act of abuse which causes physical trauma of sufficient severity that, if left untreated, would cause permanent physical disfigurement, permanent physical disability, or death; any single act of sexual abuse which causes significant bleeding, deep bruising, or significant external or internal swelling; or repeated acts of physical abuse, each of which causes bleeding, deep bruising, significant external or internal swelling, bone fracture, or unconsciousness.

Neglect

Neglect means the negligent treatment or maltreatment of a child by acts or omissions by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, including physical and/or psychological endangerment. The term includes both severe and general neglect.

Severe Neglect

Severe Neglect includes the negligent failure to protect a child from severe malnutrition or medically diagnosed non-organic failure to thrive and/or to permit the child or the child's health to be endangered by intentional failure to provide adequate food, clothing, shelter or medical care.

General Neglect

General Neglect includes the failure to provide adequate food, shelter, clothing, and/or medical care, supervision when no physical injury to the child occurs.

NOTE: A child receiving treatment by spiritual means or not receiving specified medical treatment for religious reasons, shall not for that reason alone be considered a neglected child. An informed and appropriate medical decision made by a parent or guardian after consultation with a physician or physicians who have examined the child does not constitute neglect. See Assessment of Medical Neglect.

Sexual Abuse

Sexual Abuse is the victimization of a child by sexual activities including, but not limited to sexual assault, rape (statutory rape and rape in concert), incest, sodomy, lewd and lascivious acts upon a child under fourteen (14) years of age, oral copulation, penetration of a genital or anal opening by a foreign object, child molestation and unlawful sexual intercourse. Also, please be aware that it is sexual abuse if the parent or guardian has failed to adequately protect the child from sexual abuse when the parent or guardian knew or reasonably should have known that the child was in danger of sexual abuse.

Sexual Exploitation

Sexual Exploitation involves any person or person who is responsible for a child's welfare who knowingly promotes, aids or assists, employs, uses, persuades, induces or coerces a child, or knowingly permits or encourages a child to engage in, or assists others to engage in, prostitution or live performance involving obscene sexual conduct or to either pose or model alone or with others for the purpose of preparing a film, photograph, negative, slide, drawing, painting or other pictorial depiction involving obscene sexual conduct.

NOTE: Unlawful sexual intercourse is defined as an adult who engages in an act of sexual intercourse with a minor or any person who engages in an act of unlawful sexual intercourse with a minor who is more than three (3) years younger, or a person twenty-one (21) years or older with a minor who is under sixteen (16) years old.

Non-Sexual Exploitation

Non-Sexual Exploitation involves forcing or coercing a child into performing acts which are beyond their capabilities, such as being employed for long hours and/or in a job which is dangerous or beyond their capabilities or forcing or coercing the child into illegal or degrading acts such as stealing, panhandling, and/or drug sales. Generally, these acts benefit the perpetrator in some way.

Emotional Abuse

Emotional Abuse is non-physical mistreatment, the results of which may be characterized by disturbed behavior on the part of the child, such as severe withdrawal, regression, bizarre behavior, hyperactivity, or dangerous acting-out behavior. Such disturbed behavior is not deemed, in and of itself, to be evidence of emotional abuse. Exposure to repeated violent, brutal or intimidating acts among household members (domestic violence) is emotional abuse.

Caretaker Absence

Caretaker Absence is specific to the caregiver's situation rather than to the child's and may be used in addition to general neglect or substantial risk of harm allegations. This allegation type shall be used in either of the following circumstances:

- Caretaker Absence: The child's parent has been incarcerated, hospitalized or institutionalized and cannot arrange for the care of the child; parent's whereabouts are unknown or the custodian with whom the child has been left is unable or unwilling to provide care and support for the child.

- Caretaker Incapacity: The child's parent or guardian is unable to provide adequate care for the child due to the parent or guardian's mental illness, developmental disability or substance abuse.

Procedures for Reporting

(1) The moment you have a reasonable suspicion of abuse, reports must be made immediately or as soon practically possible by phone.

(2) Reports must be made to a county welfare department, probation department (if designated by the county to receive mandated reports), or to a police or sheriff's department.

(a) In the San Jose Area, you can contact the Santa Clara County Department of Family and Children's Services twenty-four (24) hours a day by calling the: Child Abuse and Neglect Center (408) 299-2071

(b) If you are unable to make your report at the number listed above, or you are informed that the incident is one which they will not investigate, please contact the police station closest to your school site.

(3) Within thirty-six (36) hours of the initial phone call, you must mail a written report to the same agency. The written report must be submitted on a Department of Justice Form SS 8572.

(4) If you contact the Santa Clara County Department of Family and Children's Services, mail your written report to: Santa Clara County Department of Family and Children's Services Child Abuse and Neglect Center, 373 West Julian St., Second Floor, San Jose CA 95110

(5) Joint Knowledge

(a) It is the policy of Rocketship that a mandated reporter who is making a report, as required, is also to inform the Principal of the school of the suspected abuse, unless the Principal is the subject of the suspicion. You are not required to identify yourself to the Principal when you inform them. REMEMBER, reporting the information to the Principal or any other person shall not be a substitute for your making a mandated report to one of the agencies specified above.

(b) However, when two (2) or more persons who are mandated reporters jointly have knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report and written report may be made by a single member of the team. Any member of a team who has knowledge that the member designated to report failed to do so must thereafter make the report themselves.

(6) Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.
(7) After the report is made, Child Protection workers and/or law enforcement officers may contact you to gather additional information to aid in their investigation. You may have knowledge about the child and/or family which can aid the investigators in making accurate assessments and providing appropriate services. After the investigation has been completed or the matter reaches a final disposition, the investigating agency shall inform the mandated reporter of the results of the investigation and any action the agency is taking.
(8) Immunity from Liability. Mandated reporters have immunity from criminal or civil liability for reporting as required, unless the report is proven to be false and the person reporting knows it is false, or the report is made with reckless disregard of the truth or falsity of the incident. Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and disseminating the photograph with the report.
(9) No supervisor or administrator may impede or inhibit a report or subject the reporting person to any sanction.
(10) The identity of the reporting party and the contents of the child abuse report are confidential and may only be disclosed to specified persons and agencies.
(11) In the event a civil action is brought against a mandated reporter as a result of a required or authorized report, they may present a claim to the State Board of Control for reasonable attorney's fees incurred in the action if they prevail in the action or the court dismisses the action.
(12) Failure to report suspected abuse is a misdemeanor punishable by imprisonment or fine or both.

Training

RPS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code § 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination, at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk

assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

DISTRICT OF COLUMBIA ADDENDUM

This District of Columbia Addendum ("Addendum") to the Rocketship Education d/b/a Rocketship Public Schools ("Rocketship," "RPS," or the "School") Employee Handbook is applicable to all School employees regularly working in the District of Columbia. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Employee Handbook and shall apply as required by District of Columbia or applicable local law.

Important Note: This Addendum, along with the Employee Handbook, is a general guideline and is not a contractor nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Employee Handbook affects the at-will employment relationship described in the Employee Handbook. Just as any employee has the right to end their employment with the School at any time, for any reason or no reason, the School has the right to terminate an employee's employment at any time, for any reason or no reason, with or without notice or cause. The relationship between the School and each of its employees is at-will.

The School reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Employee Handbook should discuss them with the Human Resources Department.

Equal Employment Opportunity Policy

In addition to the categories protected under federal laws and as set forth in the Employee Handbook, it is the policy of the School to prohibit discrimination, harassment or retaliation against an employee based on all categories protected under District of Columbia laws or ordinances including race, color, religion, sex (including pregnancy, childbirth or related medical conditions, breastfeeding and reproductive health decisions), national origin, disability, age (18 and over), personal appearance, sexual orientation, gender identity or expression, marital status, family responsibilities, matriculation (e.g., being enrolled in a college or university or in a business, nursing, professional, secretarial, technical or vocational school), political affiliation, genetic information (including family medical history), lawful use of tobacco products, source of income, place of residence or business, unemployment status, homeless status or status as a victim or the family member of a victim of domestic violence, a sexual offense or stalking.

Reasonable Accommodations

An employee may request a reasonable accommodation due to pregnancy, childbirth, breastfeeding or related medical conditions related to pregnancy and/or childbirth and RPS will explore all possible means of providing the reasonable accommodation, so long as the reasonable accommodation does not impose an undue hardship on the School's operations. RPS will consider a variety of options in order to comply with a request for a reasonable accommodation including, for example: more

frequent or longer breaks; time off for pre-birth complications or to recover from childbirth; new or modified equipment or seating; temporary transfers to less strenuous or hazardous work or other job restructuring; refraining from heavy lifting; relocating the employee's work area; and providing private non-bathroom space for expressing breast milk.

If an employee seeks to exercise their right to seek an accommodation under this policy, RPS will not interfere with, restrain, deny the exercise or deny the attempt to exercise such right. Nor will RPS require an employee to accept an accommodation the employee chooses not to accept or require an employee to take leave when a reasonable accommodation can be provided.

D.C. Paid Sick and Safe Leave

RPS will comply with the requirements of the District of Columbia Accrued Sick and Safe Leave Act (the "Law") applicable to employees working in Washington, D.C. **This policy will apply to eligible employees in Washington, D.C. to the extent that they otherwise would not have paid time off in an amount that meets or exceeds the requirements of the Law.** To the extent that there are inconsistencies with the terms of RPS's PTO and Sick Leave policies, the terms of this policy will apply to the use of sick and safe leave.

In Washington, D.C., eligible employees will accrue paid sick leave benefits that may be used:

- For the employee's own illness, injury or health condition;
- To obtain a medical diagnosis or preventative care for the employee;
- To care for a family member (spouse, domestic partner, parent, child, parent-in-law, son- or daughter-in-law, sibling or sibling's spouse, person in a committed relationship with the employee and sharing the employee's residence for at least 12 months) with an illness, injury or health condition;
- To obtain a medical diagnosis or preventative care for the employee's family member; or
- For reasons related to the employee or their family member being a victim of domestic violence, sexual assault or stalking.

Eligible employees in Washington, D.C., will accrue paid sick leave at a rate of one (1) hour of paid sick leave for every 37 hours worked up to a maximum of seven (7) days of leave per calendar year. Employees begin accruing leave upon the start of employment but may not use such paid sick leave until after they have completed 90 days of employment. Accrued but unused paid sick leave will carry over from one year to the next, but will not be paid out upon termination or resignation of employment. However, if you are rehired within one year, your unused sick leave time will be reinstated.

When the need for sick leave is foreseeable, an employee requesting such leave shall provide RPS with at least 10 days' advance written notice of the intention to take leave, including the expected duration of the absence. Employees must make a reasonable effort to schedule leave in a manner that does not unduly disrupt RPS' operations. If the need for leave is unforeseeable, the employee must provide notice of their intent to take leave by the beginning of the first day of leave, or as soon as practicable, or within 24 hours of the onset of an emergency, whichever is sooner. RPS may require verification of the need for leave, consistent with applicable law.

Employees who take sick and safe leave for 3 or more consecutive days may be required to provide reasonable certification of the need for leave, including, for example, a signed document from a health

care provider, a police report, a court order or a signed statement from a victim or witness advocate or domestic violence counselor. Where RPS' existing leave policies provide different certification requirements, the requirement that is least onerous for the employee will be used.

RPS will not interfere with, restrain or deny an employee's use of leave under this policy. Further, employees are protected from retaliation for requesting or taking leave available under this policy, for raising a complaint or concern about this policy, or for filing or cooperating in the investigation of a complaint under this policy. If you believe you have been retaliated against in violation of this policy, please contact Human Resources.

Family Medical Leave

We recognize that an employee may need to be absent from work for an extended period of time for family and/or medical reasons. Accordingly, the School will grant time off to employees in accordance with the requirements of the federal Family and Medical Leave Act (Fed-FMLA) and the District of Columbia Family and Medical Leave Act (DC FMLA). Where both the Fed-FMLA and DC FMLA apply, the leave provided by each will count against the employee's entitlement under both laws and must be taken concurrently. An employee who is eligible for leave under only one of these laws will receive benefits in accordance with that law only.

The following policy addresses employee rights under the DC FMLA. Employees should refer to the National Handbook for additional detail regarding the Fed-FMLA. All questions concerning this policy should be directed to the Human Resources Department.

DC FMLA Leave Entitlement and Eligibility

Employees who have been employed by the School for at least 12 consecutive or non-consecutive months (including any holiday, sick or personal leave) in the seven years preceding a leave request, worked for at least 1,000 hours during the 12-month period immediately preceding a leave request and work in the District of Columbia are entitled to 16 workweeks of unpaid family leave and 16 workweeks of unpaid medical leave within a 24-month period.

For purposes of this policy, a "**serious health condition**" means a physical or mental illness, injury, or impairment that involves inpatient care in a hospital, hospice, or residential health care facility, or continuing treatment or supervision at home by a health care provider or other competent individual.

Terms of Family Leave

Family leave may be used for the birth of a child of the employee, the placement of a child with the employee for adoption or foster care, placement of a child with the employee for whom the employee permanently assumes and discharges parental responsibility or for the care of a family member who has a serious health condition.

For purposes of this policy, a "family member" includes: (1) a person to whom the eligible employee is related by blood, legal custody or marriage (including same-sex marriage); (2) foster child; (3) a child who lives with an eligible employee and for whom the employee permanently assumes and discharges parental responsibility; or (3) a person with whom the employee shares or has shared, within the last year, a mutual residence and with whom the employee maintains a committed relationship. A "child" includes a person under the age of 21, a person, regardless of age, who is substantially dependent on the employee due to a physical or mental disability or a person under the age of 23 who is a full-time

student at an accredited college or university. A "committed relationship" is a domestic partnership (as defined in section 2(4) of the Health Care Expansion Act of 1992; D.C. Official Code § 32-701(4)).

If two family members are employed by the School, the School may limit the total number of family leave workweeks to which the family members are entitled during the 24-month period to 16 workweeks. The School may also limit the number of workweeks to which family members may take family leave simultaneously during the 24-month period to four workweeks.

The entitlement to family leave expires 12 months after the birth or placement of the child with the employee.

Employees must provide timely notice to their supervisor, either 30 days prior to the commencement of the leave or as soon as possible prior to the date on which the employee wishes the leave to begin if the leave was not foreseeable. If an emergency prevents the employee from notifying the School until the first day of leave, the employee must notify the School no later than two business days after the absence begins. In addition, employees must make a reasonable effort to schedule planned medical treatment in a manner that does not disrupt School operations.

When an employee's covered family member has a serious health condition, leave may be taken intermittently when medically necessary. With approval, family leave may be taken on a reduced leave schedule, during which time the 16 workweeks of family leave may be taken over a period not to exceed 24 consecutive workweeks.

Family leave is unpaid unless the employee elects to substitute paid time off, including paid sick leave, if applicable. The use of paid time off or paid sick leave will count towards the employee's 16 workweeks of family leave entitlement, however, such time will not extend the leave time beyond 16 workweeks.

Terms of Medical Leave

If an employee becomes unable to perform the functions of his or her position because of a serious health condition, he or she will be entitled to medical leave for the time that he or she is unable to perform the functions, except that the leave must not exceed 16 workweeks during any 24-month period. This leave may be taken intermittently when medically necessary.

If an employee takes leave because of his or her own health condition, the School may request that the employee temporarily transfer to an available alternative position which better accommodates the recurring leave and has equivalent pay and benefits.

If the need for medical leave is foreseeable, employees must provide reasonable prior notice and make a reasonable effort to schedule planned medical treatment in a manner that will not disrupt School operations.

Medical leave is unpaid except that employees may elect to substitute paid medical or sick leave and, with approval, may substitute accrued vacation, personal or compensatory time for any part of the unpaid medical leave. The use of paid time off will count towards the employee's 16 workweeks of medical leave entitlement.

Alternative Employment in Lieu of Leave

The School may agree to allow alternative employment in lieu of leave for the duration of the employee's serious health condition. Any period of alternative employment will not count against the 16 weeks of family or medical leave to which the employee is entitled. When an employee who agreed to alternative employment becomes able to perform the duties of the original position, the employee will be restored to that original position or an equivalent position with equivalent employment benefits, pay, seniority and other terms and conditions of employment.

Medical Certification

Leave taken due to the serious health condition of an employee or covered family member must be supported by a certification from a health care provider. Employees seeking medical leave must submit the certification within 15 days of receiving an eligibility letter. If the School has reason to doubt the validity of the certification provided by the employee, the School may require a second opinion from a health care provider approved by the School and at the School expense. If the employee's health care provider and the health care provider providing the second opinion do not agree, the School may require a third opinion, also at the School's expense, performed by a mutually agreeable health care provider who will make the final determination.

The School may require recertification on a reasonable basis and, before permitting the employee to return, may require the employee to provide medical certification that he or she is able to return to work.

Benefits and Reinstatement

During family or medical leave, employees are entitled to the continuation of available group health benefits under the same terms and conditions as if the employee had not taken leave. In other words, the employee must continue to pay their portion of premium contributions during the leave. Employees are not entitled to accrue any seniority or employment benefits during leave.

Upon return from leave, an employee usually will be restored to their prior position or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment. An employee has no greater right to continued employment or reinstatement than if the employee had been continuously employed. For example, employment may be terminated in conjunction with a layoff or job elimination during a leave of absence the same as if the employee was not on leave.

Certain highly compensated employees may be denied reinstatement if necessary to prevent substantial economic injury to the School's operations.

Confidentiality

Documents relating to medical certifications or recertifications of employees or employees' family members will be kept confidential.

Fraudulent Use of DC FMLA Prohibited

An employee who fraudulently obtains leave under this policy may be subject to disciplinary action.

Nondiscrimination/Anti-Retaliation

The School will not interfere, restrain or deny the exercise of any rights provided under this policy. If an employee believes that their leave rights have been violated in any way, they should immediately report the matter to the Human Resources Department.

Paid Family Leave

All eligible Washington, D.C. employees (full or part-time) are entitled to take paid leave under the District of Columbia Uniform Paid Leave Act ("UPLA"). This benefit is administered by the District of Columbia Department of Employment Services ("DOES"). Eligibility and benefits are determined solely by DOES and not by RPS.

Effective, October 1, 2022, under the UPLA, an eligible employee may receive the following benefits:

- 12 weeks to bond with a new child;
- 12 weeks to care for a family member with a serious health condition; and
- 12 weeks to care for a worker's own serious health condition.
- 2 weeks prenatal leave

Pursuant to the UPLA, bonding leave includes:

- The birth of a child;
- The placement of a child from adoption or foster care into their household; or
- The placement of a child into their household that they legally assume and discharge parental responsibility over.

Some, but not all, UPLA leave also may be covered by the Family and Medical Leave Act (FMLA), if applicable. Leave that qualifies under both policies runs concurrently and will be subject to the requirements of both the FMLA and UPLA policies.

For purposes of this District of Columbia UPLA, a "family member" means: (i) a biological, adopted, foster or step child (including a child of a domestic partner); a legal ward; or someone to whom an employee acts as parent; (ii) a biological, foster or adopted parent, a parent-in-law, a stepparent, a legal guardian or other person who acted as a parent to the employee when the employee was a child; (iii) a domestic partner or spouse; (iv) a grandparent; or (v) a sibling.

If you believe you have experienced an event that may qualify for parental, family, or medical leave benefits, you can learn more about applying for benefits with the Office of Paid Family Leave at dcpaidfamilyleave.dc.gov.

Note, that the UPLA leave is not job protected leave. It is solely a benefit administered by DOES to qualifying employees. An employee may be entitled to job protected leave under other applicable law.

Voting Leave

Upon request, Washington, D.C. employees are permitted to take up to two (2) hours of paid leave from their scheduled working shift to vote. Employees must submit a request for leave in a reasonable time in advance of the date the employee wishes to vote. RPS may specify the hours during which the employee takes paid leave to vote, including requiring the employee to vote during

the early voting period instead of on Election Day or to vote at the beginning or end of the employee's working shift. RPS will not interfere with, restrain or deny any attempt to take leave under this policy, nor retaliate against any employees for requesting or taking paid leave to vote.

School Activities Leave

RPS will grant Washington, D.C. employees who are parents, guardians, aunts, uncles, grandparents, step-parents, legal guardians or custodians of school-age children up to twenty-four (24) hours of unpaid leave during any 12-month period to attend or participate in a school-related event (including a full day off to participate in school related Emancipation Day activities) in which the employee's child is a participant or a subject. When possible, ten (10) calendar days' advance notice is required. Employees may use accrued paid time off for this purpose. Leave may be denied if it would unduly disrupt RPS' business.

Jury Duty Leave

Eligible Washington, D.C. employees are entitled to up to five (5) days paid leave for grand jury or petit jury duty, less any fees received from the court. RPS will not deprive an employee of employment, threaten or otherwise coerce an employee with respect to employment because the employee receives a summons, responds to a summons, serves as a juror or attends court for prospective jury service.

Privacy of Wage or Salary Information

Employees (other than persons with regular access to information regarding the wages of other employees in the course of the employee's work, such as a human resources employee) shall not be prohibited from voluntarily inquiring about, disclosing, comparing, or otherwise discussing the employee's wages or the wages of another employee. Notwithstanding the foregoing, no employee is required to disclose wage information in response to an inquiry by another employee and RPS is not obligated to disclose the wage information of one employee to another.

Mandated Reporter Obligations

Personnel Required to Make a Report: Pursuant to DC Code §4-1321.02(b), all school officials, teachers, nurses, coaches, social service workers, mental health professionals, and other Rocketship staff members are required to report abuse and neglect in accordance with Section II of this policy. As an employee of a Rocketship Education school, or an employee of the Rocketship Network Support office who has regular contact with children, you are a Mandated Reporter.

When Must You Report?

Rocketship personnel described in the Section above must make a report when they know or suspect that a child known to them in their professional or official capacity has been or is in immediate danger of being suspected of any of the following:

Mental Injury

Harm to a child's psychological or intellectual functioning due to another individual's

acts or omissions.

Physical Abuse

Physical harm or threatened harm to a child, other than by accident, perpetrated by another individual.

Physical assault

Any physical contact with another person without their consent.

Neglect

Harm or threatened harm to a child's health or welfare due to a parent or caregiver's failure to provide adequate food, shelter, clothing, medical care, or access to education.

Sexual Abuse

Sexual contact or sexual penetration with a child.

Sexual Exploitation

Allowing, permitting, or encouraging a child to engage in prostitution or to be depicted in a sexual act.

Sexual Assault

Illegal sexual contact that usually involves force or that is inflicted upon a person who is incapable of giving consent (because of age or physical or mental incapacity).

Exposure to illegal drug-related activity

Ingestion of illegal drugs due to guardian's negligence or regular exposure to illegal drug-related activity in the home.

Exposure to domestic violence

Witnessing physical, sexual, and/or psychological abuse to an individual perpetrated by that individual's current or former intimate partner.

Additionally, personnel must make a report when they know or suspect that a student has been injured by a bullet, knife, or other sharp object. Personnel must also report any suspected corporal punishment committed by another staff member. Reports must be made immediately upon learning of the suspected abuse or neglect. Personnel must make a report when they suspect a student is being subjected to abuse or neglect, even if they are not conclusively sure. Personnel cannot be punished or disciplined for the good faith filing of a report required by the mandated reporter law or for cooperating with an investigation.

Procedures for Reporting

Reports must be made to either the D.C. Metropolitan Police Department (MPD) or the Child and Family Services Agency (CFSA) at (202)671-SAFE (7233).

After making a report to MPD or CFSA, personnel must notify the school principal so that they can fulfill their legal obligation to also file a report (described below). Personnel must refrain from investigating the suspected abuse themselves, including any questioning of the suspected victim, abuser, or witnesses. If a staff member believes that someone else has already reported the alleged abuse or neglect, they must still file a report with MDP or CFSA. Notifying the Principal or other school personnel does not satisfy a staff member's legal obligation to file a report. Pursuant to DC Code § 4-1321.02(b), both the person who initially suspects the abuse or neglect and the school principal (or a designee of the principal) must report each suspected instance of abuse or neglect.

Consequences for Failing to File a Report

The penalty under DC law for failing to make a report is a fine of up to $300 or imprisonment for up to ninety (90) days, or both.

TENNESSEE ADDENDUM

This Tennessee Addendum ("Addendum") to the Rocketship Education d/b/a Rocketship Public Schools ("Rocketship," "RPS," or the "School") Employee Handbook is applicable to all School employees regularly working in Tennessee. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Employee Handbook and shall apply as required by Tennessee or applicable local law.

Important Note: This Addendum, along with the Employee Handbook, is a general guideline and is not a contractor nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Employee Handbook affects the at-will employment relationship described in the Employee Handbook. Just as any employee has the right to end their employment with the School at any time, for any reason or no reason, the School has the right to terminate an employee's employment at any time, for any reason or no reason, with or without cause. The relationship between the School and each of its employees is at-will.

The School reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Employee Handbook should discuss them with Human Resources.

Meal Periods

Employees who work six (6) hours or more in a day will be provided with a thirty (30) minute unpaid duty-free meal break. Meal breaks will not be scheduled before or during the first hour of work. An exception to this policy may apply when the nature of an employee's position allows them ample opportunity to rest or take an appropriate break.

Overtime Pay

RPS provides compensation for all overtime hours worked by nonexempt employees in accordance with applicable law. Tennessee nonexempt employees will receive overtime for all hours worked beyond 40 in any work week at a rate of one and one-half (1.5) times the employee's regular rate of pay.

Lactation Accommodation

Employees who desire to express breast milk during working hours will be provided with a private place, other than a toilet stall, to do so during their regularly scheduled rest or meal periods. In the event that such an employee requires additional time other than the scheduled rest or meal periods, the School will provide the employee with additional unpaid time for expressing breast milk. The School is not required to provide such break time if doing so would unduly disrupt the School's operations.

Family Care and Medical Leave

A Tennessee employee who has been employed with the School for 12 consecutive months is eligible for up to four months of unpaid leave for adoption, pregnancy, childbirth and nursing the infant.

Employees taking leave under this policy must provide at least three months' notice of the intended date of leave, date of return and intention to return to full-time work at the end of the leave, except in emergency circumstances. The School may require verification of the need for leave under this policy. Employees taking leave under this policy must pay the School the amount of the cost of healthcare premiums for the employee for the anticipated duration of the leave. No employee will be retaliated against for taking leave available under this policy. The School will restore the employment of employees taking leave under this policy upon their return from leave in accordance with the requirements of Tennessee law. Leave available under this policy will run concurrently with any available under the federal FMLA to the fullest extent allowed under Tennessee law.

Military Leave

Tennessee employees who are called or ordered to report for military service, including annual field training, in the service of the National Guard, State Guard, or Civil Air Patrol may be eligible to take an unpaid leave of absence for the period of such service. Leave taken under this policy is unpaid; however, employees may – but are not required to – use any accrued paid time off available during this leave, if applicable. No employee will be retaliated against for taking leave available under this policy. Employees returning from this leave are eligible for reinstatement, in accordance with the requirements of Tennessee law.

Emergency Response Leave

Tennessee employees may take unpaid leave to act as a volunteer firefighter or a volunteer rescue squad worker in response to an emergency. Employees must notify the School in advance that they are emergency responders and must give notice of the need for emergency leave as soon as practicable, including the probable length or duration of such leave. The School may require employees to provide written verification of their need for such leave. Active volunteer firefighters may be eligible to take time off with pay, and without being required to use their accrued paid time off, if applicable, for their next scheduled work period within twelve (12) hours following such emergency or a fire call if the employee assisted in fighting the fire for more than four (4) hours.

Jury Duty Leave

The School will pay eligible Tennessee employees who are called to serve on a jury while they serve on and travel to jury duty. Employees employed on a temporary basis for fewer than six (6) months are not eligible to be paid for jury duty leave, but may take leave for jury duty service on an unpaid basis.

Eligible employees shall be paid their regular hourly rate of pay, minus any jury duty fees, for all time spent traveling to and from jury duty, as well as all actual time spent serving on the jury during normal work hours. To the extent that jury duty does not overlap with the employee's regularly scheduled hours of work, the employee is not eligible to be paid for jury service.

Employees who serve on a jury for over three (3) hours on a single day are not required to report to work that day. Employees scheduled to work overnight hours are not required to work the night before the first day of scheduled jury duty, or any shift occurring within 24 hours of jury duty. However, employees who decide to not report to work before or after jury duty will not be paid, unless otherwise required by applicable law.

Voting Leave

If a Tennessee employee who is a registered voter does not have sufficient time outside of their working hours within which to vote in any election, they may take up to three (3.0) hours of time off without loss of regular pay to vote. The time off shall be either at the beginning or the end of the employee's workday, as the School may designate, unless otherwise mutually agreed. An employee wishing to request this voting time leave must provide notice of their request by Noon on the day before the election. Any employee who has three hours of non-working time before or after their regular shift while the polls are open is not eligible for voting leave. Tennessee employees are reminded and encouraged to take advantage of the availability of early voting or vote-by-mail opportunities in their local jurisdiction.

Employees who serve as part-time voting machine technicians appointed by the county election commission may take unpaid leave for the time required to perform their technical voting machine duties. The School may require employees to provide written verification of the need for such leave.

Weapons and Firearms, Violence in the Workplace Policies

To the full extent permissible under law, employees are prohibited from possessing or carrying weapons while on School property, in a School-owned vehicle, while performing School business.

Abusive Conduct Prevention Policy

Statement of Commitment, Values, and Purpose

The School is firmly committed to a workplace atmosphere of respect, collaboration, openness, safety and equality, and free from abusive conduct. We strive to provide high quality education in a safe environment. All employees have the right to be treated with dignity and respect. All complaints of negative and inappropriate workplace behaviors will be taken seriously and followed through to resolution. Employees who file complaints will not suffer negative consequences for reporting others for inappropriate behavior.

This policy applies to any sponsored program, event or activity including but not limited to sponsored recreation programs and activities, as well as the performance by supervisors and employees of their employment related duties. The policy includes electronic communications by any employee as well.

Definition of Abusive Conduct

Abusive conduct includes acts or omissions that would cause a reasonable person, based on the severity, nature, and frequency of the conduct, to believe that an employee was subject to an abusive work environment, which can include but is not limited to:

- Repeated verbal abuse in the workplace, including derogatory remarks, insults, and epithets;
- Verbal, nonverbal, or physical conduct of a threatening, intimidating, or humiliating nature in the workplace; or
- The sabotage or undermining of an employee's work performance in the workplace.

A single act generally will not constitute abusive conduct, unless such conduct is determined to be severe and egregious.

Abusive conduct does **not** include:

- Disciplinary procedures in accordance with adopted policies of the School
- Routine coaching and counseling, including feedback about and correction of work performance
- Reasonable work assignments, including teaching, classroom, student supervision and overtime assignments
- Individual differences in styles of personal expression
- Passionate, loud expression with no intent to harm others
- Differences of opinion on work-related concerns
- The non-abusive exercise of managerial prerogative

Employer Responsibility

Supervisors and others in positions of authority have a particular responsibility to ensure that healthy and appropriate behaviors are exhibited at all times and that complaints to the contrary are addressed in a timely manner. Supervisors will:

- provide a working environment as safe as possible by having preventative measures in place and by dealing immediately with threatening or potentially violent situations;
- provide good examples by treating all with courtesy and respect;
- ensure that all employees have access to and are aware of the abusive conduct prevention policy and explain the procedures to be followed if a complaint of inappropriate behavior at work is made;
- be vigilant for signs of inappropriate behaviors at work through observation and information seeking, and take action to resolve the behavior before it escalates;
- respond promptly, sensitively and confidentially to all situations where abusive behavior is observed or alleged to have occurred.

Employee Responsibility

Employees shall treat all other employees with dignity and respect. No employee shall engage in threatening, violent, intimidating or other abusive conduct or behaviors. Employees are expected to assume personal responsibility to promote fairness and equity in the workplace and report any incidents of abusive conduct in accordance with this policy. Employees should cooperate with preventative measures introduced by supervisors and recognize that a finding of unacceptable behaviors at work will be dealt with through appropriate disciplinary procedures.

Retaliation

Retaliation is a violation of this policy. Retaliation is *any* act of reprisal, interference, restraint, penalty, discrimination, intimidation, or harassment against an individual or individuals exercising rights under this policy.

Complaint Process

Reporting

Employees: Any employee who feels they have been subjected to abusive conduct is encouraged to report the matter orally or in writing to a supervisor, including their supervisor, the next level of management, or to the Human Resources office. Any employee seeking to file a complaint should

ensure the complaint consists of details of each incident of abusive conduct including dates, times, locations and any witnesses.

Witnesses: An employee who witnesses or is made aware of behavior that may satisfy the definition of abusive conduct (as defined above) should report any and all incidents as set forth herein.

Supervisors: Supervisors must timely report known incidents involving workplace abuse, intimidation, or violence to Human Resources. Supervisors and appointing authorities are required to take reasonable steps to protect the complainant, including, but not limited to, separation of employees involved.

Employees should also refer to the Internal Complaint Review Policy set forth in the main Employee Handbook.

Investigation & Corrective Action

Investigations of abusive conduct shall be conducted as soon as practicable and in accordance with the policies and practices of the School. The investigation will be conducted thoroughly, objectively, with sensitivity, and with due respect for all parties. To the extent permitted by law, the School will maintain the confidentiality of each party involved in an abusive conduct investigation, complaint or charge, provided it does not interfere with the ability to investigate the allegations or to take corrective action. The person complained against will be notified that an allegation has been made against them and informed of the investigative procedure.

In the event of a finding of abusive conduct, the School will take immediate and appropriate corrective action. Remedies may be determined by weighing the severity and frequency of the incidences of abusive conduct and in accordance with existing disciplinary policies of the School.

Mandated Reporting Policy

In Tennessee, certain professionals are required to report known or suspected child abuse and neglect. School teachers, administrators, counselors and staff are legally mandated reporters. As an employee of a Rocketship Education school, or an employee of the Rocketship Network Support office who has regular contact with children, you are a Mandated Reporter.

This “Mandated Reporter Policy” is intended to inform Rocketship Education employees of their responsibilities and rights under Tennessee Code Annotated, Title 37, Chapter 1, Part 4, as well as the procedures for complying with the statute.

What Types of Abuse Must Be Reported?

Under state law, child abuse is defined as any wound, injury, disability, or physical or mental condition that is of such nature as to reasonably indicate that it has been caused by brutality, abuse, or neglect or that, on the basis of available information, reasonable appears to have been caused by such. For practical purposes, the descriptions of abuse under the California section of this handbook also apply in Tennessee.

Possible indicators of abuse or neglect may include:

- The child has repeated injuries that are not properly treated or adequately explained.
- The child begins acting in unusual ways ranging from disruptive and aggressive behaviors to passive and withdrawn behaviors.

- The child acts in the role of parent toward their brothers and sisters or even toward their own parents.
- The child may have disturbed sleep (nightmares, bed wetting, fear of sleeping alone, needing a nightlight, etc.).
- The child loses their appetite, overeats, or may report being hungry.
- There is a sudden drop in school grades or participation in activities.
- The child may act in stylized ways, such as sexual behavior that is not normal for their age group.

Procedures for Reporting:

1. The moment you have a reasonable cause to suspect abuse or neglect or the threat of abuse or neglect, you must immediately inform, by telephone or personally, the county department, a licensed child welfare agency or the police department of the facts and circumstances contributing to a suspicion of abuse.
2. In the Nashville Area, you can contact the: Department of Children's Services, Central Intake (877) 237-0004 or (877) 54ABUSE [(877) 542-2873] or Metro Nashville Police Department (615) 862-8600. If you feel that the child is in immediate danger, please dial 911.
3. Joint Knowledge
    1. It is the policy of Rocketship Education to report suspicion of abuse to the Principal of the school, unless the Principal is the subject of the suspicion. REMEMBER, reporting the information to a supervisor, principal, coworker or any other person shall not be a substitute for making a mandated report to one of the agencies specified above.
    2. All mandated reporters with knowledge should make a report.
    3. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.
4. Reporting Abuse to Parents or Legal Guardians
    1. If a teacher, school official or other school personnel makes a report as required by this policy and has reasonable cause to assume that the abuse occurred on school grounds or while the child was under supervision or care of the school (including transportation to and from school), the Principal or Assistant Principal shall verbally notify the parent or legal guardian of the student that a report has been made. The Principal shall also provide other information relevant to the future well-being of the child while under the supervision or care of the school to the parent or legal guardian within twenty-four (24) hours. Such notice shall not be sent to any parent or legal guardian if there is reasonable cause to believe that such parent or legal guardian may be the perpetrator or in any way responsible for the child abuse or child sexual abuse. If the Principal is the suspected abuser, the reporting person shall make efforts not to involve the suspect in the conversation with the parent or guardian.
    2. Once notice is sent, the Principal shall provide to the parent or legal guardian all school information and records relevant to the alleged abuse or sexual abuse, if requested by the parent or legal guardian, provided such information is edited to protect the confidentiality and identity of the person who made the report, or other person whose life or safety may be endangered by the disclosure, and any information made confidential by federal law.
5. Within a six (6) hour period of reporting the neglect and/or abuse to the authorities, the reporting person(s) shall make a written summary of their report. One copy shall be retained in the Principal's office, unless the Principal is the suspected abuser, and the person making the report shall keep one copy. Nothing in the reporting procedures shall eliminate the staff member's legal responsibility to directly make a report to the authorities stated above.

What Should the Report Include?

A report of child abuse shall include, to the extent known, the following:

- The name, address and age of the child
- The name and address of the person(s) responsible for the care of the child
- The nature and extent of the abuse or neglect
- Any other pertinent information that may relate to the cause or extent of the abuse or neglect.

Immunity and Confidentiality

By law, the person reporting in good faith shall be immune from any civil or criminal action and their identity shall remain confidential except when the juvenile court determines otherwise.

Abuse and neglect reports are not part of the educational record and shall be maintained separately from the educational record in a secured location. They are not subject to the disclosure and other requirements of the Federal Education Rights and Privacy Act (FERPA).

Failure to Report

Any person who knowingly fails to make a report required by § 37-1-403 commits a Class A misdemeanor.

Making False Reports

Any person who either verbally or by written or printed communication knowingly and maliciously reports, or causes, encourages, aids, counsels or procures another to report a false accusation of child sexual abuse or false accusation that a child has sustained any wound, injury, disability or physical or mental condition caused by brutality, abuse or neglect commits a Class E felony.

WISCONSIN ADDENDUM

This Wisconsin Addendum ("Addendum") to the Rocketship Education d/b/a Rocketship Public Schools ("Rocketship," "RPS," or "School") Employee Handbook is applicable to all RPS employees regularly working in Wisconsin. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Employee Handbook and shall apply as required by Wisconsin or applicable local law.

Important Note: This Addendum, along with the Employee Handbook, is a general guideline and is not a contract nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Employee Handbook affects the at-will employment relationship described in the Employee Handbook. Just as any employee has the right to end their employment with RPS at any time, for any reason or no reason, RPS has the right to terminate an employee's employment at any time, for any reason or no reason, with or without cause. The relationship between RPS and each of its employees is at-will.

RPS reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Employee Handbook should discuss them with the Human Resources Department.

Equal Employment Opportunity

In addition to the categories listed in the Handbook, Wisconsin law prohibits discrimination and harassment against any employees or applicants for employment based on race, color, creed, national origin, ancestry, age (over 40), sex (including pregnancy, childbirth, maternity leave or related condition), marital status, sexual orientation, certain arrest or conviction records, military service, use or nonuse of lawful products outside of work, disability and genetic information. The School also prohibits discrimination against an employee or applicant because that person declines to attend a meeting or participate in any communication about religious or political matters. The School will not require an applicant or employee to submit to a lie detector test, except under limited circumstances and in accordance with applicable law .

Overtime Pay

RPS provides compensation for all overtime hours worked by nonexempt employees in accordance with applicable law. Wisconsin nonexempt employees will receive overtime for all hours worked beyond 40 in any work week at a rate of one and one-half (1.5) times the employee's regular rate of pay.

Personnel Files

Upon written request from an employee or the employee's designated representative, RPS will permit a Wisconsin employee to review information in their personnel file up to two (2) times per calendar year, subject to certain limited exceptions. Copies of the file's contents may be requested; however, RPS may charge the employee for the actual costs of duplicating the information.

If an employee disagrees with information in the personnel file and RPS and employee cannot reach an agreement about the removal or correction of the information in question, the employee may submit a written rebuttal that will be maintained in the personnel file.

Wisconsin Family Leave Act

Under the Wisconsin Family and Medical Leave Act ("WFMLA"), Wisconsin employees who have been employed for fifty-two (52) consecutive weeks and has worked at least 1,000 hours in the preceding 12-month period is eligible for leave for any of the following reasons:

- Six (6) weeks leave for the birth or adoption of a child, to be taken within sixteen (16) weeks of the child's birth or adoption
- Two (2) weeks leave to care for the employee's own serious health condition or the serious health condition of a spouse, domestic partner, child or parent of the employee

A maximum of eight (8) total weeks of leave may be taken under the WFMLA for any combination of reasons permitted in a given calendar year. Leave under the federal Family and Medical Leave Act ("FMLA") runs concurrently with leave under the WFMLA to the extent both apply. However, an employee may be eligible for leave under the WFMLA, even if the employee is not eligible for or has exhausted leave under the federal FMLA.

See the Family Care and Medical Leave policy in the main Employee Handbook for additional provisions related to leave under the FMLA and WFMLA.

Employees taking leave under this policy must provide advance notice of the intended dates of leave, except in emergency circumstances. The School may require certification of the need for leave under this policy, including written certification from a health care provider that identifies the probable duration of the leave. The School will maintain an employee's existing benefit selections while on leave under this policy on the same terms as if the employee had continued to work.

Leave under this policy is unpaid. No employee will be retaliated against for taking leave available under this policy. The School will restore the employment of employees taking leave under this policy upon their return from leave in accordance with the requirements of Wisconsin law.

Military Leave

A Wisconsin employee who is a member of the National Guard, state defense forces, the Wisconsin Laboratory of Hygiene or the U.S. Armed Forces and who is ordered to report for active duty, active state service or to assist with an emergency may take an unpaid leave of absence for this service. An employee must notify Human Resources as soon as possible after learning of the need to take leave and RPS may require documentation to support the need for leave under this policy. No employee will be retaliated against for taking leave available under this policy.

Emergency Response Leave

Wisconsin employees may take unpaid leave to act as volunteer firefighters, emergency medical technicians, first responders or ambulance drivers for a volunteer fire department in response to an emergency. Employees who are members of the Civil Air Patrol may take unpaid leave to participate in emergency service operations for up to five (5) consecutive workdays and up to fifteen (15) days total in any calendar year. Employees must notify RPS in advance that they are an emergency responder or Civil Air Patrol member and must give notice of the need for leave as soon as

practicable, including the probable length or duration of such leave. The School may require employees to provide written verification of their needed leave. No employee will be retaliated against for taking leave available under this policy.

Weapons and Firearms, Violence in the Workplace Policies

Pursuant to Wis. Stat. § 948.605, employees are prohibited from possessing or carrying firearms or dangerous weapons while on School property, in a School-owned vehicle or while performing any School business, regardless of an employee's firearm licensee status.

Witness Leave

A Wisconsin employee may take unpaid leave to testify pursuant to a subpoena in criminal, children's code or juvenile justice code proceedings related to being a witness to a crime. Exempt employees will not incur any reduction in pay for a partial week's absence due to jury duty. Leave taken under this policy will be paid leave if the subpoena to testify is in a matter against RPS or involves the employee's employment at RPS. Employees must provide notice of the need for leave under this policy on the first business day after receiving the subpoena and RPS may require verification of the need for such leave. No employee will be retaliated against for taking leave available under this policy.

Voting Leave

Wisconsin employees who are registered voters may be eligible to take up to three (3) consecutive hours of unpaid time off to vote in any election. The School reserves the right to designate what time the employee may take voting leave. The School will not retaliate against any employee who exercises any rights consistent with this policy and applicable law.

An employee who has three (3) consecutive hours of non-working time outside of their regular shift while the polls are open is not eligible for leave under this policy. Wisconsin employees are reminded and encouraged to take advantage of the availability of early voting or vote-by-mail opportunities in their local jurisdiction.

Elected Official Leave

Wisconsin employees acting as election officials may take unpaid time off for the 24-hour period of an election day in which the employee serves in an official election-related capacity. An employee seeking leave to act as an election official must provide at least seven (7) days' notice of the need for such leave and RPS may require written verification of the need for such leave. No employee will be retaliated against for taking leave available under this policy.

Bone Marrow / Organ Donation Leave

A Wisconsin employee who has worked for RPS for more than fifty-two (52) consecutive weeks and at least 1,000 hours during that period, is eligible to take up to six (6) weeks of unpaid leave in a 12-month period for the purpose of serving as a bone marrow or organ donor. The employee must provide written verification of the need for leave under this policy and the leave length permitted will be based on the period of time necessary for the employee to undergo the bone marrow or organ donation procedure to recover from the procedure. No employee will be retaliated against for taking leave available under this policy

Mandated Reporter Obligations

In Wisconsin, certain professionals are required to report known or suspected child abuse and neglect. School teachers, administrators, counselors and staff are legally mandated reporters. As an employee of a Rocketship Education school, or an employee of the Rocketship support office who has regular contact with children, you are a Mandated Reporter.
This "Mandated Reporter Policy" is intended to inform Rocketship Education employees of their responsibilities and rights under Wisconsin Statute 48.981, as well as the procedures for complying with the statute.

When Must You Report?

Wisconsin's reporting law requires a report to be made when a mandated reporter has a "reasonable cause to suspect" that a child seen by the person in the course of professional duties has been "abused or neglected," or who has reason to believe that a child "has been threatened with abuse or neglect and that abuse or neglect of the child will occur." The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

According to statute WI 48.981, an abused or neglected child is a child who has been subjected to:

- Physical injury that is inflicted on a child by other than accidental means
- Sexual intercourse or sexual contact
- Threatened harm
- Permitting, allowing, or encouraging a child to engage in prostitution
- Sexual exploitation through pornography
- Emotional damage defined as behaviors harmful to a child's psychological or intellectual functioning that is exhibited by severe anxiety, depression, withdrawal or outward aggressive behavior or a combination of those behaviors and that is caused by the child's parent, guardian, legal custodian, or other person exercising temporary or permanent control over the child and for which the child's parent, guardian or legal custodian has failed to obtain the treatment necessary to remedy the harm
- Methamphetamine manufacture in a child's home, on the premises of a child's home, in a motor vehicle on the premises of a child's home, or where a reasonable person should have known that the manufacture would be seen, smelled, or heard by a child is considered child abuse in Wisconsin
- Failure, refusal or inability on the part of a parent, guardian, legal custodian, or other person exercising temporary or permanent control over a child for reasons other than poverty to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child.

Procedures for Reporting

1. The moment you have a reasonable cause to suspect abuse or neglect or the threat of abuse or neglect, you must immediately inform, by telephone or personally, the county department, a licensed child welfare agency or the police department of the facts and circumstances contributing to a suspicion of abuse.
2. In the Milwaukee Area, you can contact the: Bureau of Milwaukee Child Welfare (BMCW) (414) 220-SAFE or Milwaukee Police Department/Sensitive Crimes (MPD) (414) 935-7405. If you feel that the child is in immediate danger, please dial 911.
3. Joint Knowledge
    a. It is the policy of Rocketship Education to report suspicion of abuse to the Principal of the school, unless the Principal of the school is the subject of the suspicion. REMEMBER, reporting the information to a Principal or any other person shall not be a substitute for making a mandated report to one of the agencies specified above.
    b. All mandated reporters who know or suspect abuse or that abuse has been threatened should make a report.
    c. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report. If a child has been taken from school by the Bureau of Milwaukee Child Welfare of the Milwaukee Police Department the Principal shall obtain the name and badge number of the person taking the child. The Principal is not to notify the parent of the removal. If the administrator is contacted by the parent/legal guardian, the parent or legal guardian should be advised to contact the appropriate agency for further information, either BMCW or MPD, but shall NOT give that information to the parent or legal guardian of the child. That information is confidential and shall only be released by the BMCW or MPD.
4. In the case of peer sexual contact, the principal/designee shall NOT inform the parent or legal guardian as to the identity of the juvenile participant(s) in the incident. That information is confidential and shall be released only to the BMCW or the MPD. Parents/guardians should be referred to the appropriate agency. Protections and Immunity from Liability

- All reports of suspected abuse or neglect are confidential. With few exceptions, as delineated in statute, no information that could be used to identify the reporter (e.g., place of employment, job title) can be shared. (48.981(7)(a))
- Anyone who, in good faith, reports suspected abuse or neglect is immune from both criminal and civil liability. (48.981(4))
- No person may be discharged, disciplined or otherwise discriminated against in regard to employment, or threatened with any such treatment, for making a report of suspected abuse or neglect in good faith. (48.981(2)(e))

Consequences for Failing to File a Report

Any person who intentionally violates this section by failure to report as required may be fined or

imprisoned or both. (48.981(6)).

ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 7(B) **Subject:** Approve the 2025-26 Rocketship Education Student and Parent Handbook for Tennessee	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education ("RSED") Board of Directors ("RSED-Board") approve the 2025-2026 Rocketship Tennessee Student and Parent Handbook ("Handbook").

Background:

The Handbook is reviewed annually to ensure compliance with federal, state, and local laws, and to reflect updates in school operations.

The primary content changes to the Tennessee 2025–2026 Handbook include:

- Attendance and Truancy- Page 4
  - Limiting Parent-Written Excusal Notes (Pages 5–6): The handbook now limits parent-written excuse notes for student absences to a maximum of five.
  - Recurrent Late Arrivals (Page 7): New language states that five unexcused tardies will now count as one unexcused absence.
- State Testing- Page 29
  - A new notification section has been added to inform parents and families about both state-mandated and Rocketship-mandated assessments administered annually.
- Student Accommodations and Section 504- Page 31
  - An additional sentence clarifies that Rocketship designates a staff member as the Section 504 Coordinator at each school site. Each school addendum includes the contact information of each Section 504 Coordinator.
- Head Lice Policy Update - Page 52
  - Removal of requirement that students stay in school through the end of the day when identified with head lice. This change allows schools discretion to send students home immediately for treatment, enhancing support for student health and community containment.
- Rocketship's Commitment- Page 59
  - The academic growth goal has been updated from 1.4 years of growth to 1.2 years of growth.

Refinements to the following policies were made, primarily aimed at removing outdated or inconsistent language and aligning with updated school procedures.

- Bullying Prevention - Page 37
- Electronic Surveillance and Third Party Recording - Page 19
- Student Records - Page 23
- Curriculum - Page 27
- Commitment to Non-Discrimination and Equal Opportunity - Page 34
- Student Cell Phones and Personal Devices - Page 49
- Drugs, Alcohol, and Tobacco - Page 51
- Internet Safety and Acceptable Use - Page 55
- Child abuse and Neglect- Page 57
- General Complaint Process – page 75
- Title IX Complaint Process- Page 78
- Notification of Rights Under PPRA- Page 83
- Notification Under the Asbestos Hazard Emergency Response Act - Page 84
- Clubs, Extracurricular Activities, and Other Opportunities - Page 85
- Tennessee Charter School Commission Addendum - Page 85

The following policy was removed due to duplication with existing content in the handbook:

- ESSA Parents Right to Know - Previously Page 84

Summary of Previous Board Action by Board:
The RSED-Board last approved the Tennessee Student and Parent Handbook at its meeting on June 13, 2024.

Fiscal Impact:
Additional cost for language translation and printing in an amount to be determined. Budgeted.

Submitted by:
Abigail Gifford, Senior Legal Counsel

ROCKETSHIP
PUBLIC SCHOOLS

Rocketship United Academy
&
Rocketship Nashville Northeast Elementary
&
Rocketship Dream Community Prep

Student/Parent Handbook
2025-2026 School Year

Tennessee

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Please note that Rocketship may enact additional, supplemental, or alternative policies or procedures to accommodate developing changes in circumstances, public health related matters, and/or changes in the law or compliance obligation. Families will be expected to comply with any such policies or procedures in the same manner as any policies and procedures contained in this handbook. The policies provided in this handbook are subject to ongoing review and board approval.

ABOUT ROCKETSHIP

Rocketship Public Schools ("Rocketship") is a network of public elementary charter schools serving students in neighborhoods where access to excellent schools is limited. We believe that truly transformative schools do more than educate students; they empower teachers, engage parents, and inspire communities. Rocketship strives to meet the unique needs of each and every student through a blend of traditional instruction, adaptive technology, targeted tutoring, and enrichment opportunities. Together, we can eliminate the achievement gap in our lifetime.

OUR STORY

In 1999, Father Mateo Sheedy, Pastor of Sacred Heart Parish, created the Juan Diego Scholarship for Santa Clara University. He was surprised to discover that, of the hundreds of children in his parish, none of them met the basic academic requirements that would qualify them to attend their hometown college or any other top-tier university.

Father Mateo Sheedy reached out to his community and started creating a plan to improve high-quality educational options in Washington Guadalupe, a neighborhood within greater San Jose.

Unfortunately, Father Mateo Sheedy passed away but his legacy continues to live on. In 2006, parishioners approached Preston Smith, a high-achieving principal at a promising public elementary school in San Jose, to continue to build on Father Sheedy's vision to create a K-12 education pipeline for children in low-income neighborhoods. Several public and private schools had already formed a strong 6-12 pipeline, but a high-quality K-5 option in the neighborhood was still missing, so Preston focused on developing a new elementary school model. Preston was a young principal at a promising elementary school in San Jose who recognized the impact that empowered teachers and engaged parents could have on student success.

Rocketship Mateo Sheedy Elementary opened soon after and students quickly showed strong results in academic achievement. As more families joined the waiting list, we realized the need for even more high-quality schools in the San Jose community, and beyond. Parent demand and parent organizing has played a strong role in opening new Rocketship schools all across the country.

Today, Rocketship Education is a non-profit organization operating Rocketship and it is governed by a Board of Directors. There are related, regional Rocketship nonprofits in three other areas of the country including Wisconsin, Tennessee, and the District of Columbia. Altogether the Rocketship nonprofits operate thirteen (13) Rocketship schools in California, including San Jose, Redwood City, Antioch, and Concord; three (3) in Nashville, TN; three (3) in Milwaukee, WI; and three (3) in Washington, DC.

OUR MISSION

Our mission at Rocketship is to eliminate the achievement gap by graduating all students at or above grade level in reading and math. All Rocketeers will learn to take initiative, be respectful, be responsible, show empathy, and be persistent in attaining excellence.

The purpose of schooling is for all students to learn to use their minds and hearts well. Students learn best in schools where they are known well, where expectations are high, support is strong, and where their voices and their parents' voices are valued. Rocketship strives to recognize all of these values and to ensure that the students are empowered to learn, lead, and be positive and productive members of their community.

At Rocketship, our goals include the following:

- Students will develop a deep love of learning.
- Rocketship will provide parents with a path for their children to take in order to have the best chance to attend a four-year college.
- Rocketship will encourage our alumni to become leaders in their community.

OUR MODEL

Our model is based on the following three core pillars:

1. **Excellent teachers and leaders create transformational schools.** Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities.

2. **Every child has a unique set of needs.** Rocketship meets these needs by customizing each child's schedule with a combination of traditional instruction, technology and tutoring.

3. **Engaged parents are essential in eliminating the achievement gap.** Rocketship develops parent leaders in our schools and communities to become powerful advocates for their children.

Instructionally, Rocketship uses what is called an enhanced rotational school model where students rotate between literacy and integrated mathematics classrooms and a Learning Lab, which is a larger room with computers where students learn by using online programs in math and literacy, and also focus on key technology literacy skills. Tutors are present in the Learning Lab to track students' online learning progress and work with small groups of students who are behind grade level. Students also have opportunities to engage with technology in their classrooms.

CONTACT INFORMATION

SCHOOL SITES

Please refer to your school's addendum for details about your school's site and contact information.

WEBSITE

Rocketship's website is www.rocketshipschools.org. Here, you can find general information about Rocketship, including our educational model, our management team, and other schools in our network. Here you can find the website for each Rocketship School which includes, but is not limited to school staff contact information; parent resources, including an electronic version of this Handbook; Rocketship's Non-Discrimination Statement and Title IX Policy, Title IX Complaint and Investigation Procedures; school calendars; and other informational materials about the school.

ADMISSIONS AND ENROLLMENT

Rocketship Schools are public charter schools. Charter schools run independently of the local school district, and must be approved by a local charter school authorizer to open.

Charter schools are public schools that are tuition-free and open to any student who wishes to attend. They allow parents, organizations, and communities to restore, reinvent, and re-energize our public school system.

Rocketship will not administer any test or assessment to students prior to acceptance and enrollment into Rocketship. Rocketship will not limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

CALENDAR AND ATTENDANCE

SCHOOL SCHEDULE

Please refer to your school's addendum for details about your school's schedule.

LAUNCH

Each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together and talk about a school-wide focus. During Launch, the school may also promote a

particular successful student habit, teach a new school management system, discuss progress toward achievement goals, and foster school culture and pride. The whole school, including the staff, may also learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.

OFFICE HOURS

Our front office staff is excited to offer assistance to our community. We encourage families to call or email our team with all requests and concerns.

The front office is closed on the days when students do not have school. These include holidays, staff professional development days, parent conference days, winter vacation, and spring break.

Please refer to your school's addendum for school's office hours and contact information.

ATTENDANCE AND TRUANCY

Rocketship deeply values the presence and participation of all students within our school community. If a student regularly misses school or is late, they will miss out on meaningful learning experiences and can fall behind. Rocketship makes every effort to partner with families to ensure that students are on time and present every school day.

Excused and Unexcused Absences and Tardies
All students are expected to be on time and present in school every day.

In Tennessee, students must attend at least 3.5 hours of the instructional school day to be considered present.

Excused Absences

Proper notification and/or documentation is required for a student's absence from school to be marked as excused on the student's attendance record. Documentation must be presented within three (3) days of the student's absence to be considered unexcused.

The charts below explain the type of notification and/or documentation required to excuse absences and tardies. Notification must be provided within three days of returning to school.

Reason for Absence	Documentation Needed	Other Notes
Student Illness.	Written notice from parent/guardian. A physician's note is required for three or more consecutive sick days.	Rocketship permits a total of up to five (5) parent/guardian excuse notes in a single academic year.
Death in the family.	Written notice from parent/guardian.	Rocketship permits a total of up to five (5) parent/guardian excuse notes in a single academic year.
Religious holiday/ceremony.	Written notice from child's parent/guardian.	Rocketship permits a total of up to five (5) parent/guardian excuse notes in a single academic year.
Exclusion due to quarantine, contagious disease, infection, infestation, or other conditions requiring separation from other students for medical or health reasons.	As directed by the local health department.	
Parent/guardian serving in the armed forces.	Written notice from parent/guardian. For longer absences, additional documentation may be required.	One day for deployment; one day for return; up to 10 days when a service member is granted temporary rest/recuperation leave. Rocketship permits a total of up to five (5) parent/guardian excuse notes in a single academic year.

Lawful suspension.	Documentation of suspension pursuant to Rocketship Suspension & Expulsion Policy.	
Court appearances.	Documentation from Court.	
Other reasons (i.e., doctor's appointment, emergencies, extra-curricular activities)	Written notice from parent/guardian. These requests will be approved at the Principal's discretion.	No more than ten (10) absences each school year for participation in non-school sponsored extracurricular activities will be excused. Rocketship permits a total of up to five (5) parent/guardian excuse notes in a single academic year.

Unexcused Absences

Some kinds of absences may not be considered excused, even with proper documentation. These include, but are not limited to, the following: non-documented appointments, sick days with no parent notification of the school, oversleeping, car problems, cutting classes, errands, babysitting, and vacationing outside of scheduled school breaks. The Principal, in consultation with their supervisor, when necessary, has the discretion to determine whether an absence should be excused or unexcused.

Notifying Parents of Unexcused Absences

Rocketship will make reasonable and diligent attempts to make personal contact with a student's parent/guardian on the same day and each time a student has an unexcused absence, with daily follow-ups as necessary.

Missing Assignments

Students are responsible for completing all classroom assignments that they missed while absent. Students are expected to get their make-up work from their teachers.

Leaving School During the Day

We expect that parents/guardians will make every effort to schedule appointments after school. However, if an appointment during the school day is unavoidable, the student must bring a signed note from their parent/guardian at the beginning of the day that includes the reason for the partial absence, the time of departure from school, and the estimated time of the student's return to school. If the student has a

doctor's appointment, the student must bring a note from the doctor upon return. Whenever possible, students are expected to return to school after the appointment.

Early departures for reasons that do not directly involve the student (i.e., appointment for another family member) are generally not excused but may be excused at the discretion of the Principal.

Students who become ill at school must check in at the office and remain at school until the child's parent/guardian arrives or gives permission for the student to leave campus in accordance with Rocketship's Student Release Policy. Under no circumstances may a student go home without the permission of a parent or guardian.

To support safe and efficient operations at the school, families are asked to participate in the regular dismissal process. Absent an immediate emergency, students will not be released within 10 minutes of the school's regularly-scheduled dismissal time.

Vacations

Rocketship builds vacations into its school calendar. Whenever possible, family vacations should be planned around these dates. Students who are absent for additional vacation time may only be excused if prior written notice is provided and the absences will not result in more than ten (10) absences for the year. Otherwise, the absence may not be excused and the student will not be assured make-up-work of credit.

Recurrent Late Arrivals

Recurrent late arrivals may subject families to interventions.

After a student accumulates five late arrivals (excused or unexcused), the family will be asked to participate in an Attendance Expectations Meeting at the school. Five unexcused late arrivals (excused or unexcused) will be considered equivalent to one unexcused absence for the purposes of attendance tracking and truancy procedures.

After a student accumulates ten late arrivals (excused or unexcused), the family will be asked to attend a meeting with a School Leader and to sign an attendance contract.

The Principal has the discretion to waive the intervention requirement in rare cases, depending on the circumstances. If a parent/legal guardian does not show up or refuses to attend an attendance meeting when ample time has been provided, an intervention plan may still be enacted. A copy of the contract will be sent or delivered to the student's home on file.

Chronic Absenteeism

Chronic absenteeism may also subject families to interventions, at the discretion of the Principal in consultation with other members of the School Leadership team.

Truancy Procedures
The chart below describes the procedures for responding to truancy in accordance with state law.

1-3 unexcused absences	The school will provide intervention to determine the reason for the unexcused absences. The school should document efforts to make personal contact with the student's parents.
5 unexcused absences	Rocketship will send home a written notice of compulsory attendance. The Principal will also set up a meeting with the student's parent/guardian to discuss why the student has been absent and get a verbal agreement to improve attendance. Principals are required to report the names of all truant students to an attendance officer. Each accumulation of five absences must be reported. (T.C.A. § 49-6-3007(e)) If, within three days after receipt of notice, the child continues to be absent from school without excuse, Rocketship may report the unlawful attendance to the Metro Nashville Public Schools Court Liaison, who may take legal action. (T.C.A. § 49- 6-3007(e))
10+ unexcused absences	Rocketship will report the unlawful attendance to the Metro Nashville Public Schools Court Liaison or to the Achievement School District (ASD), who may take legal action. (T.C.A. § 49- 6-3007(e)). Each successive accumulation of five unexcused absences shall also be reported to the ASD.

All intervention efforts will be documented.

If a student accumulates ten (10) or more consecutive unexcused absences without notifying the school of the reason for the absence, and Rocketship is unable to get in touch with the student's parent/guardian after reasonable and good faith efforts, Rocketship will drop the student from the school's roster and their space will be given to a student on the waitlist.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

If a student fails to show up to school during the entire first week of the instructional school year, and the family does not notify Rocketship in advance, the student may forfeit their seat at the school and be placed on the waitlist.

COMMUNICATION

This year, all Rocketship schools will be using a system called Parent Square to send messages to families. These messages may include information about upcoming school events, emergency notifications, attendance issues, or other things that the school feels are important for families to be aware of. The messages will be sent via text message, email. or phone calls using the contact information that you provide upon registration. Please contact your child's school if you wish to opt out of receiving such communications.

SCHOOL CANCELLATION, LATE START, AND EARLY DISMISSAL

On rare occasions, Rocketship may decide to alter the regular schedule of the school day by closing school for a day, starting the school day late, or releasing students early at one or several campuses due to snow, rain, severe weather, natural disasters, or other emergency conditions. Rocketship recognizes that closing school or shortening the instructional day is disruptive for students, staff, and families and will only make this decision when it is necessary for the safety of our school community. Whenever possible, Rocketship will provide families and staff with advance notice of the decision or possible decision to shorten the instructional day or close school.

CAMPUS OPERATIONS AND SECURITY

ARRIVAL AND DISMISSAL PROCEDURES

Transportation
All parents/guardians are responsible for securing the transportation of their child to and from school. In addition, parents must provide contact information for any person authorized to pick up their student.

Please refer to your school's addendum for additional details about your school's drop-off and pick-up instructions.

Reminders to Parents/Guardians for Arrival and Dismissal

- Please remember to treat all other Rocketship families, students, and staff members with courtesy and respect at all times. Do not take any actions that may endanger the health or safety of anyone

on campus. Disruptive, disrespectful and/or unsafe behavior during arrival and dismissal may result in parents/guardians losing privileges to be on the school campus.

- Do not conference with teachers or school leaders during arrival and dismissal time; make an appointment instead.
- Do not let your child out on the sidewalk outside or near our campus. YOU MUST enter our campus and let your child out in the designated drop-off zone.
- With very limited exceptions, animals are not allowed on campus during drop-off or pick-up. If you have an animal in your car, it must remain completely inside the vehicle at all times while on campus.
- Students may only exit cars on the passengers' side.
- Display your PikMyKid dismissal card when picking up your child.
- Please remember to leave adequate space between cars to avoid collisions.
- DO NOT block driveways while waiting to enter the roundabout.
- If you need to park your vehicle, please only part in designated Rocketship Parking or in legally permissible public parking spots. Avoid parking in or obstructing any private residential or commercial properties.
- Please DO NOT talk or text on your phone during this time. We need to be able to communicate with you for the safety of the children.

BUS TRANSPORTATION

Our number one transportation priority is to get students to and from school safe and on time. Rocketship asks all parents/guardians to review this protocol, discuss it with your child, and sign a Bus Rider Behavior Contract prior to participating in bus transportation.

Bus Stops

All parents must be at the bus stop at the beginning of the scheduled block for both **AM** and **PM**. This information is located on the route sheet for each bus. For AM pick-up, students are to be out of their cars, standing at the bus stop when the bus arrives. This means that students must be ready to walk onto the bus when the door opens (except during extreme weather). It is imperative that students load on time so that buses can arrive at school on time. In the afternoon, parents must be at the bus stop waiting for their students to arrive. Parents should show the bus monitor their student's dismissal tag. The dismissal tag is how we know your child is allowed to be dismissed to you. If you do not have your tag, you may give the monitor your student's PikMyKid ID number. Students cannot be dismissed to anyone who does not have a dismissal tag, or the PikMyKid ID number.

Alternate Bus Stops

Bus drivers are not permitted to drop students at places which are not on their scheduled bus routes. If you have an issue with your stop, please call the school directly and ask to speak to the Business Operations Manager.

Route Assignment
Students are allowed to ride only the route to which they are assigned. Students are not allowed to transfer from one bus to another for any reason. All changes in routes must be made by submitting a change on the PikMyKid app or through the Main Office.

Bus Rules for Students

- Stay seated in assigned seats
- Use positive language
- Follow directions the first time given
- Hands, feet, and objects to yourself at all times
- Keep space clean-no eating on the bus
- Please note that throughout the year, the school will determine the protocol for masking on buses.

List of School Bus Offenses (non-exhaustive)		
Class 1	**Class 2**	**Class 3**
Eating/drinking/littering on the bus	Hanging out of the windows with any part of the body	Fighting
Excessive noise	Throwing any object in or out of the bus	Anything that seriously jeopardizes the safety of the student, other students, the bus driver, the public, or pedestrians.
Leaving one's seat/standing without permission of the driver	Bully, threatening, or harassment of any person on the bus	Possession of an illegal substance or weapon.
Profanity or inappropriate gestures	Vandalism to the bus or any bus related equipment (restitution will be required as well).	
Refusing to properly identify oneself to the bus driver	Unauthorized entering or leaving the bus through an emergency exit or window	

Consequences for School Bus Offenses			
	Class 1	**Class 2**	**Class 3**
1st Offense	Written warning, signed student reflection, and student apology	1-3 days suspension off bus and required parent conference	Up to and including permanent loss of bus privileges for the remainder of the school year.

2nd Offense	1-3 day bus suspension, and required parent conference	3-5 days bus suspension, and require parent conference	
3rd Offense	3-5 day bus suspension student, and required parent conference	Loss of bus privileges for the remainder of the school year.	
4th Offense	Loss of bus privileges for the remainder of the school year		

Students who violate bus rules and Rocketship protocol may also be subject to Rocketship's Student Discipline Policy.

STUDENT RELEASE

Rocketship will make every effort to ensure that student dismissal proceeds in a safe manner when students leave school each day. At the beginning of the year, parents/guardians must:

- Ensure that they have accurately filled out their enrollment and registration forms entering all required information to PowerSchool regarding the adults who are parents, guardians, and who are authorized to pick up their students.
- Complete a PikMyKid Dismissal Card that they must display.
- Present a government ID when picking up their child.
- Complete an Emergency Contact Card that includes the names of individuals to be contacted in case of an emergency if attempts to contact the parent/guardian fail.

If a parent/guardian or other authorized individual forgets to bring PikMyKid Card to dismissal, they will need to check-in with the front office and get a new card or a temporary pass.

PikMyKid Dismissal Cards

At the beginning of the school year, parents/guardians are given a PikMyKid Dismissal Card with the student's dismissal number. During dismissal, the child's parent/guardian (or other authorized individual) must present this card to school staff along with a current government ID to pick up the child. If you lose your PikMyKid Card, authorized individuals will be required to know the student's dismissal number and show ID in the front office to obtain a temporary pickup pass.

Emergency Contact Cards

At the beginning of the school year, parents/guardians shall complete and submit an Emergency Contact Card to be kept on file at the school. Parents/guardians will be asked to include the names of individuals to be contacted in case of an emergency if attempts to contact the parent/guardian fail. Any person listed as an Emergency Contact also will be considered to be authorized by the child's parent/guardian to regularly pick them up from school unless the parent/guardian indicates otherwise. At any time during the year, parents/guardians may request to update the Emergency Contact Card. Upon updating the Emergency Contact Card, all previous versions become void.

Authorizing Individuals to Pick Up a Child

Parents/guardians may authorize Rocketship to release their child to other people by completing the Authorization to Pick Up section of the Emergency Contact Card.

Parents/guardians are asked to include the name, phone number and relationship to the child for each person they wish to allow their child to be released to. This section of the Authorization to Pick Up may be updated by the parent/guardian at any time by visiting the school front office. Rocketship staff may ask the authorized individuals for identification when they pick the child up from school.

Rocketship's general policy prohibits releasing students to minors. The only exception is that parents/guardians may authorize Rocketship to release their child to a relative who is a minor (between the ages of 14-18 years old) by completing the Authorization to Pick Up form and a Release to Minor waiver form. A duplicate Dismissal Card with printed authorization for the release to the minor relative must be printed for the minor relative, and the minor relative must bring this authorization each day they will pick up the Rocketeer. Proper identification will also be required.

Rocketship recognizes that there will be situations in which a person not listed on the Emergency Contact Card will need to pick the student up from school. In these rare instances, the parent/guardian should call the school to inform school staff that they authorize school staff to release the student to another person that day. If a person that is not listed on the Emergency Contact Card form comes to pick the student up and the school has not already been contacted by the parent/guardian, the school will need to speak to the parent/guardian by phone prior to releasing the student. In addition, whenever feasible, parents/guardians should provide the authorized person with a signed note indicating their desire to have the person pick the child up on the day in question.

Emergency Dismissal

In case of an emergency dismissal, parents/guardians must wait for instructions from school leaders before coming to campus to pick up their child. School leaders will provide parents/guardians with updated information on the dismissal process using the automated calling system. Parents/guardians should expect that the dismissal location and procedures could be different than on a regular day.

Parents/guardians should be prepared to present photo identification when picking up a child after an emergency on campus.

Protection of Students
Rocketship is responsible for protecting the health and safety of Rocketship students while the students are on Rocketship premises. If Rocketship has any reason to suspect that the health or safety of any Rocketship student would be endangered by releasing the student to an individual who is not a parent or guardian, even if that individual is authorized to pick up the student, Rocketship has the right to hold the student on campus and contact the parent/guardian or other valid emergency contact.

LATE PICK-UP

Rocketship's goal is to dismiss our students safely, efficiently, and responsibly. We understand that occasional family emergencies may cause a child to be picked up late from school, but consistently failing to pick up students on time places undue burden on school staff, is costly to the school, and disruptive to our students' daily routines.

Notifying the School
Parents/guardians are expected to make arrangements for their children to be picked up during their designated dismissal time every day. That said, we do understand that there may be unpredictable situations that could cause a parent/guardian to pick up a student late on a given day (i.e., car problems, traffic, issue at work). In these cases, we ask that a child's parent/guardian contact the school by phone to let the staff know that their child will be picked up late that day. The parent/guardian will still be required to complete a Late Pick-Up Incident Report when they come to pick up their child.

Late Pick-up
If a student is left on campus after dismissal ends and the parent has not notified the school, school staff will attempt to call the student's parent/guardian. If the school cannot reach the parent/guardian they may also contact individuals listed on the student's Emergency Contact Card.

A parent/guardian (or otherwise authorized individual)who comes to pick up a student after the end of dismissal, will need to complete a Late Pick-Up Incident Report before leaving campus. These reports will be kept on file at the school as a record of why the student was picked up late on that day.

Extremely Late Pick-Up
If a student is still on campus more than an hour after the end of dismissal and staff members have not been able to contact the student's parent/guardian, Rocketship staff will contact, if they have not done so already, the individuals on the student's emergency contact card. If the staff are unable to make contact with the parent/guardian or individuals on the emergency contact card, the Principal or designee may contact the local authorities (i.e. police or local child protective service agencies). The Principal or

designee may release the child to an authorized individual from the local Child Protective Service Agency or the police department.

Recurring, Frequent, and Chronic Late Pick-Up
If a child is frequently picked up late, school staff will request a meeting with the parent/guardian to determine the cause and implement supportive interventions.

Rocketship will follow a tiered series of interventions for families who persistently pick up their child/children late, as described below:

Late Pick-Up (each occurrence)	The parent/guardian (or otherwise authorized individual) who picks up the child must complete a Late Pick-Up Incident Report before leaving campus
Recurring Late Pick-Up (three occurrences)	Parent/guardian must attend a meeting with a School Leader to review Late Pick-Up Incident Reports and create a verbal agreement and plan to prevent late pick-ups in the future. The School Leader may refer the family to local counseling or truancy resources.
Frequent Late Pick-Up (six occurrences)	A letter will be sent home to the student's parent/guardian specifying the date, time, and location of a meeting with a school leader. The parent/guardian must attend a meeting with a School Leader and sign an agreement to pick up their child on time.
Chronic Late Pick-Up (more than six occurrences)	Parent/guardian may become subject to an intervention workshop with school staff, including at least the Principal, Business Operations Manager, and Office Manager. In certain circumstances, Rocketship may also contact Child Protective Services, at the discretion of the Principal.

The above referenced tiered series of interventions does not replace or delay any required reporting to the local child protective service agencies. In certain circumstances, Rocketship may also contact local child protective service agencies, at the discretion of the Principal or designee.

CAMPUS ACCESS AND VISITORS

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. "Campus" in this policy

is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Rocketship prohibits the following items in school buildings, on school grounds or buses, or at off campus school-related or school sponsored activities, except for use by law enforcement and authorized personnel. This is not an all-inclusive list and Rocketship reserves the right to prohibit any items staff deems unsafe or otherwise inappropriate.

- Weapons, including but not limited to:
    - Firearms
    - Imitation firearms
    - Knives
    - Razor blades
    - Taser/Stun guns
    - Mace or Bear Spray
- Tobacco/Alcohol
- Illegal Drugs
- Fireworks or explosives
- Other items that may be determined dangerous by school staff

Campus Access Points and Visitor Registration Procedures

Whenever students are in the building, the front office, and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

All visitors must use the main entrance to enter and exit the school building, except in cases of fire or emergency. Every visitor must adhere to the following visitor registration process.

Before being granted access to the school building, all visitors must report to the security desk and will be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.

Visitation – General Guidelines

- All visitors (including Rocketship regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.

- If visitors are flagged with a sex offender offense, they will be denied entry and referred to school administrators. This will not prohibit an individual from picking up a student if that individual is listed as an allowed pick-up person.
- The Principal, or designee, may refuse to register a visitor if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the front office, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets their badge, they will need to register with VisitU and obtain a Visitor's Pass from the front office.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if they reenter the school without following the posted requirements, law enforcement may be notified and they may be guilty of a misdemeanor.

Arranging for a Campus Visit

All visits during school hours should be arranged with the teacher and Principal or designee in advance.

Rocketship welcomes family partners in our schools. Parents/guardians are welcome to participate in school sponsored activities by invitation. In addition, parents/guardians may meet with their student's teacher/other school staff and attend meetings related to their student(s) by appointment during non-instructional time. Rocketship reserves the right to limit classroom visits by parents/guardians to maintain the integrity of the instructional environment and support the developmental needs of all students.

Parent/Guardian requests for classroom observations should be arranged in advance and are approved at the Principal or designee's discretion. Observations for the purpose of special education or related

services will be arranged in accordance with the policies in the Student Support and Special Education section of this handbook.

Visitor Conduct

All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules, policies, standards of conduct, and norms while on the school premises. During school visits, Rocketship expects all parents/guardians and other visitors to exclusively engage in activities directly related to the purpose of their visit. If a visitor is disruptive or displays threatening or inappropriate behavior towards any person when on the Rocketship campus, the school Principal or designee, at their discretion may:

- Request the visitor leave campus,
- Withdraw consent for the visitor to be on campus, and/or
- Call the local police department.

Examples of disruptive, threatening or inappropriate behavior can include, but are not limited to:

- Disturbing the school environment or operations in all spaces on the school campus.
- Compromising or threatening to compromise the health, safety, security, or welfare of students and/or staff.
- Using intimidation, profanity, or expressing threats towards staff, students or other members of the school community.
- Carrying a weapon on campus, even if licensed or authorized to carry.
- Inappropriately engaging with a student who is not their own child.
- Recording (i.e., video, audio, AI enabled notetaking of any sort) or photographing students, staff and school community members without their prior knowledge or consent.
- Refusing to comply with school policies.
- Failure to model and support Rocketship values and community norms

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Loitering

Visitors, including parents/guardians and children who are not students at the school, are not permitted to loiter on school grounds, including in the parking lot and outside school buildings. This applies to children of staff members who attend a different school. The parking lot is only to be used for dropping off and picking up students, and for participating in official school business.

All visitors, including parents/guardians and students are expected to leave the campus once they've finished their business.

Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal or designee, or who enters the school campus (including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards) without proper authorization in accordance with the Visitor Registration Procedures, may become subject to the local criminal laws regarding trespass and unlawful entry.

Continued refusal to comply may lead to Rocketship withdrawing consent for the individual to be on campus. The Principal or designee may seek the assistance of the police in enforcing a request to leave any Rocketship campus or in pursuing any additional legal action.

Withdrawing Consent for Individuals to be on Campus

Rocketship recognizes that situations could arise where it may become necessary to deny an individual access to a Rocketship campus. In such circumstances, the school Principal, or their supervisor(s) may issue a Withdrawal Notice. Withdrawal Notices will comply with any relevant state law requirements, but at a minimum will include:

- The name of the restricted individual.
- The school campus(es) from which the individual is restricted.
- The reasons for which the individual is being restricted.
- The date on which the restriction is removed.
- The name of the school Principal/designee issuing the notice/letter.

Throughout the entirety of a Withdrawal period it is the responsibility of the restricted individual to follow the terms of the issued Withdrawal Notice. Rocketship reserves the right to seek legal enforcement of a Withdrawal Notice.

It is the responsibility of the Principal, Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no restricted individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the Barring Notice at the front desk.
- Contact the local police department in the event that an individual becomes confrontational or refuses to comply with school policies and protocols.

ELECTRONIC SURVEILLANCE AND THIRD PARTY RECORDING

Electronic surveillance may be used at Rocketship campuses where deemed necessary by Rocketship administration. The use of electronic surveillance at our schools is solely for the purposes of controlling theft, ensuring the safety of Rocketship students and staff, and facilitating the identification of individuals who behave in a disruptive manner or commit a crime. Rocketship will abide by applicable laws regarding electronic recording. Electronic surveillance records are the property of Rocketship, and are not considered education records subject to the Family Educational Rights and Privacy Act (FERPA) unless maintained and utilized in connection with a disciplinary proceeding (e.g. expulsion hearing). Rocketship's electronic surveillance records will not be provided to parents, guardians, or any other third-parties with the exception of law enforcement during an active emergency or critical situation, or in response to a valid subpoena or warrant.

Rocketship requests that other than during designated school events (such as school plays, graduation, and other events open to the Rocketship community) parents and other visitors to campus refrain from taking photographs and or making audio/video recording of students and staff without first obtaining written consent from the parent of the student. In the event that a parent or campus visitor does capture an image of a student, Rocketship requests that the individual refrain from posting any such image to a personal social media account. Recording (i.e., video, audio, AI enabled notetaking of any sort) or photographing students, staff and school community members without their prior knowledge or consent is intrusive and amounts to a violation of the Rocketship Campus Access and Visitors Policy and may be in violation of state or federal privacy laws.

FAMILY CUSTODY

Rocketship will make best efforts to ensure compliance, on the part of school staff with legal custody arrangements.

For the purposes of this policy, Rocketship will adhere to the following definitions:

> ***Court Order***. An order issued by a court following a judicial proceeding to determine the custody rights of the parties or entered as part of a judicial proceeding related to the enforcement or adjudication of custody rights of the parties. A court order will typically state the legal and/or physical custodial rights that the court has granted to each parent.
>
> ***Joint physical custody***. Means that each of the parents shall have significant periods of physical custody. Joint physical custody shall be shared by the parents in such a way so as to assure a child of frequent and continuing contact with both parents.
>
> ***Sole physical custody.*** Means that a child shall reside with and be under the supervision of one parent, subject to the power of the court to order visitation.

Joint legal custody. Means that both parents shall share the right and the responsibility to make the decisions relating to the health, education, and welfare of a child.

Sole legal custody. Means that one parent shall have the right and the responsibility to make the decisions relating to the health, education, and welfare of a child.

Noncustodial parent. Is a parent who does not have physical custody (joint nor sole) of the child, pursuant to a court order.

Educational rights holder. Means any one of the following:

- Natural (i.e. biological) Parent
- Legal Guardian
- Foster Parent
- Other court-appointed adult
- Any adult to whom educational rights are assigned via a signed, dated, and notarized assignment by an educational rights-holder (not court-appointed)

Custody Records

Rocketship seeks to maintain accurate and updated custody records for all students. ***It is the responsibility of the parent/guardian of a student to provide the Rocketship Office Manager with accurate and current court order and/or legally binding agreements involving the custody rights of their children.*** Updated Court Orders must be provided to the Office Manager as soon as possible. All documentation provided to the school will be kept confidential and will only be accessed by members of the staff when necessary.

In the absence of a valid, signed and dated court order indicating otherwise, Rocketship will assume that separated or divorced natural (i.e. biological) parents of a child have joint legal and physical custody of their child.

Step-parents, foster parents, guardians, court appointed caregivers, and non-court appointed advocates or caregivers who are not a natural parent must provide proof of legal guardianship, court order, or legally enforceable evidence of their rights before they can be permitted to make educationally-based decisions for a student.

Student Release

Any parent or guardian who has Physical Custody of a child or retains specific custody rights granted via a Court Order that extends to after-school hours, may pick the student up from school as well as authorize Rocketship to release the student to any other person; provided that, such arrangements are consistent with the terms of Rocketship policy and the Court Order.

Should the terms of a Court Order change during the course of the school year, it is the responsibility of the parents/guardians to provide the Office Manager with a copy of the most recent Court Order as soon as possible.

At any time, either parent/guardian that has Physical Custody has the ability to add individuals to the Authorization to Pick Up section of the Emergency Contact Card.

Rocketship will not deny a parent any of any of their parental rights without being provided a valid court order. If one parent does not wish to allow the other parent/guardian the right to remove the child from school or visit the child in school, Rocketship must be provided with a valid Court Order limiting the other parent's rights.

Rights of Non-Custodial Parents

Inspection of Records

All parents, regardless of custodial rights, have the right to inspect, though not make changes to, copies of their child's educational records, unless a Court Order specifically limits the parent's rights in this regard. Any inspection of records must be in accordance with Rocketship's FERPA Student Records policies as set forth in the Notification of Rights and Assurances.

School Visitation

Parents without Physical Custody **may not** remove their children from class or visit them in school without the consent of the parent with the custodial rights or a Court Order. Rocketship does not facilitate court ordered visitation at school.

Rocketship's Neutrality in Custody Disputes

It is the policy of Rocketship schools to remain impartial during custody disputes between family members of a Rocketship student. For this reason, Rocketship teachers, administrators, and school staff should refrain from taking any action which may be considered adverse to one parent or family member. These actions include, but are not limited to, writing letters of support for any adversarial proceeding, testifying in a custodial proceeding and serving any person with court documents.

Furthermore, Rocketship shall take steps to abide by court orders and/or legally binding agreements that are presented by parents/guardians. Rocketship shall not be responsible for, nor participate in, the monitoring or enforcement of any parental obligations or duties under a court order (i.e., sending a message to remind a parent of their designated pick-up days).

STUDENT RECORDS

Viewing Student Records

To view student records, parents/guardians must submit a written request to the school Principal/designee. The school will then schedule an appointment to provide the parent/guardian access to the records. Copies may be provided upon request.

Releasing Student Records to Third-Parties

Third-parties are prohibited from accessing confidential student records absent current written consent from the student's parent/guardian, an applicable FERPA exception, or a valid court order. Signed consent from the student's parent/guardian must be dated within one year of the request to release student records.

For more information about federal and state laws regarding student privacy please see the Notification of Rights under FERPA (Access to Student Records) and the Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA) which are included in the Policies, Notifications of Rights, and Assurances section of this handbook.

VOLUNTEERS AND CHAPERONES

Rocketship welcomes family and community partners in our schools. We are always grateful for volunteers and chaperones who can spend time assisting and chaperoning school-sponsored activities. In order to maintain a safe environment for all students, staff and our community, and comply with local laws, Rocketship conducts background checks on volunteers and chaperons as described below.

Volunteers and/or chaperones are expected to follow the directions of Rocketship staff while volunteering. Volunteers and chaperones are expected to follow all Rocketship policies and to conduct themselves as role models for our Rocketeers (including but not limited to using appropriate language, dressing appropriately for a student audience, respecting student privacy rights). Volunteers and/or chaperones who are either disruptive or violate Rocketship policies and expectations will be excluded from volunteering or chaperoning in the future.

Volunteers and chaperones must also sign the Volunteer Code of Conduct.

Mandatory Criminal Background Checks

All prospective volunteers and/or chaperones who may interact with students in an unsupervised capacity and/or who will serve on a regular and ongoing basis for more than ten hours per week must undergo a criminal background check. This includes individuals who plan to volunteer in classrooms on a regular basis and individuals who wish to chaperone a field trip. In accordance with T.C.A. § 49-5-413(a), the

background check will include fingerprinting and a national criminal record check. Background checks may be obtained through the Tennessee Bureau of Investigation. Prospective volunteers who will have direct contact with children will not be allowed to begin volunteering in an unsupervised setting until the results of the criminal background check have been received by Rocketship and deemed to be satisfactory in accordance with this policy.

Individuals who will have only supervised contact with students are not required to undergo a full background check. For the purposes of this policy, "supervised" means under the direct supervision, at all times, of a Rocketship staff member.

Disqualification of Prospective and Current Volunteers and/or Chaperones

Rocketship will review the results of completed background checks and make a decision as to whether to qualify an individual to serve as a volunteer or chaperone.

Among other reasons, individuals will be disqualified from volunteering or chaperoning if they have been convicted of a violent or serious felony as defined in state law or have been required to register as a sex offender under state or federal law. Rocketship reserves the right to disqualify current and/or prospective volunteers and/or chaperone in its reasonable discretion.

In accordance with (T.C.A. § 49-5-413(d)(3)(B)), Rocketship will not allow an individual to serve as a volunteer in an unsupervised capacity if the individual's record reveals that the individual has been convicted of any of the following offenses:

- sexual offense as defined in T.C.A. § 40-39-202
- assaultive offenses, criminal homicide, kidnapping and false imprisonment, robbery, sexual offenses, invasion of privacy, terrorism, or any other offenses as defined in title 39, chapter 13
- arson or aggravated arson as defined in T.C.A. § 39-14-301 and 302
- burglary or aggravated burglary as defined in T.C.A. § 39-14-401-404
- child abuse, neglect, endangerment as defined in T.C.A. § 39-15-401 and 402
- manufacture, sale, or possession of a controlled substance as defined in T.C.A. § 39-17-417
- providing handguns to juveniles under T.C.A. § 39-17-1320
- any criminal weapons charge as set forth in T.C.A. title 39, chapter 17, part 13
- Individuals whose names have been placed on the state's vulnerable persons registry or the state's sex offender registry are not permitted to serve as unsupervised volunteers under T.C.A. §49-5-413(e)(7)
- If a volunteer is convicted of any of the above offenses after the criminal history record check is conducted, the individual must notify Rocketship within seven days of the conviction. (T.C.A. § 49-5-413(d)(3)

If a volunteer or chaperone is convicted of a disqualifying offense after the criminal history record check is conducted, the individual must notify Rocketship within seven days of the conviction.

Minor Volunteer Requirements
Minor Volunteers CAN ONLY serve in supervised roles that do not allow them to be alone with or supervise Rocketship students. Minor Volunteers cannot chaperone or attend field trips. The Principal at the school where the Minor Volunteer wishes to volunteer has total discretion to accept or reject a prospective Minor Volunteer. Minor Volunteers will need to complete the following requirements:

- A Volunteer Application signed by the Minor Volunteer and the Minor Volunteer's parent/guardian.
- A behavior contract (available from the Office Manager) signed by the Minor Volunteer, the Minor Volunteer's parent/guardian, and the school leader at the school where the Minor Volunteer will be volunteering.

FIELD TRIPS

Field trips are off-campus excursions designed by Rocketship staff to supplement the curriculum and to provide enrichment experiences for students. We value these enrichment opportunities and strive to ensure that these experiences are safe, organized, and efficient from beginning to end.

Permission Slips
A student must submit a field trip permission slip signed by their parent or guardian to participate in a field trip.

The Principal, Assistant Principal, or designee overseeing the field trip will review field trip permission slips in advance to confirm that they follow the appropriate official template and are signed by the child's parent/guardian. Verbal permission for field trip participation is not permitted.

Only Rocketship students who have submitted a valid field trip permission slip will be allowed to attend the field trip. Teachers must bring along all permission slips during the trip and keep the permission slips on file after the conclusion of the field trip.

Rocketship will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Chaperones
Chaperones must be approved in advance per the Rocketship's Volunteer and Chaperone Policy. Chaperones may not bring along other children (i.e., siblings of students attending the field trip) without advance permission from the Principal. Chaperones may not bring other family members, friends, or pets on field trips.

Transportation
All Rocketship staff members (teachers and/or School Leaders) and parent chaperones are expected to be present with students on all transportation provided for a field trip unless they receive prior written approval from the school Principal to make an alternative transportation arrangement. If transportation is required for a field trip, Rocketship will provide this transportation. Should staff members and/or parents drive a vehicle in conjunction with a field trip, they will do so in accordance with Rocketship's Staff and Parent Driver Policy.

Dismissal from Field Trips
After a field trip, students will be returned to the school site and will be dismissed according to regular dismissal procedures. All chaperones and students are expected to return to school and participate in dismissal. In exceptional cases, students may be dismissed from a field trip location with a parent/guardian chaperone, but this is subject to the discretion of the Principal or Assistant Principal supervising the field trip. If a student needs to be picked up early from a field trip due to illness or another exceptional circumstance, they may be dismissed from the field trip site provided that the staff supervisors get in contact with the students' parent/guardian and the parent/guardian picks the student up or designates an authorized individual over the age of 18 to do so. Any authorized individual must provide proper identification prior to leaving with the student. The staff members supervising the field trip should contact the school's Office Manager to ensure that the child is appropriately signed out for the day.

Student Behavior
Students are under the jurisdiction of Rocketship at all times during the field trip or excursion and all Rocketship expectations and policies continue to be enforced during field trips and excursions.

Students may be excluded from a field trip as a disciplinary measure in accordance with Rocketship's Student Discipline Policy.

Medication on Field Trips
The Principal, Assistant Principal or designee will also review the roster for the field trip with appropriate school personnel to identify any students attending the trip who regularly take medication or require access to medication while on the field trip. The Principal, Assistant Principal or designee will ensure that a staff member attending the field trip brings along the student medication and is properly trained on how to assist in administering the medication and record the administration of that medication in accordance with Rocketship's Medication Administration policy.

SCHOOL MEALS

Rocketship participates in the Community Eligibility Provision (CEP) Program which extends eligibility to all students attending Rocketship schools. Our participation in this program depends upon our certification of the low-income percentage of families. CEP program allows all our students to eat free breakfast and lunch daily.

Breakfast
Our school participates in universal breakfast, meaning that every student present at school will receive a meal. Studies have shown that students who eat breakfast have more energy, do better in school, and eat healthier throughout the day. Students are *not* required to eat the breakfast provided by the school.

Food Allergies
If your child has a known food allergy or dietary restriction, parents/guardians should let school staff know. In some cases, it may be possible to accommodate a child's dietary needs in Rocketship lunch orders, but a doctor's note will be required. Parents/guardians should work with the school's Business Operations Manager to make arrangements.

Food Brought From Home and Outside Food
Rocketship partners with our local food vendor to provide our Rocketeers with healthy meals every day. Students are allowed to bring their own food from home for lunch or snack, but junk food is not allowed on campus. Rocketship does not have facilities to heat or cool food brought from home, so please plan accordingly. Additionally, Rocketship cannot receive and disseminate food delivered to students on campus by third-party delivery services.

Foods that are encouraged:
- Salads
- Carrots and celery sticks
- Apple slices
- Fresh fruits and vegetables
- Whole Grains
- Healthy snack packs

Please refer to your school's addendum for additional information about your school's specific food policies, including prohibited items and celebration guidelines.

ACADEMICS

CURRICULUM

Students will be exposed to a well-rounded curriculum that includes reading, writing, English language development, mathematics, science and technology, and social studies. Students will also take physical education and enrichment courses in areas such as art, music, theater, or gardening.

The Rocketship curriculum follows all required state performance standards for what students should know and be able to do at each grade level.

Teachers will use regular assessments to measure how well students are progressing toward mastery. Rocketship will administer required state testing to the applicable grades.

We use knowledge about student skills to shape whole class instruction, small group work, and small group tutoring. Using individual student data, instruction can be targeted to better meet individual student needs.

Teachers will give students and parents ongoing feedback about student performance. Teachers will often send work home for parents/guardians to sign, and teachers will contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra practice at school and home. Parents/guardians will also regularly receive progress reports and report cards. You should feel free to contact any of your child's teachers regarding their progress at any time.

In accordance with state law, parents/guardians of a student shall be entitled to review all instructional materials, teaching materials (including handouts), textbooks, and teaching aids used in the classroom of their child. Parents/Guardians may request to review instructional materials by submitting a written request to the Rocketship Tennessee Executive Director.

HOMEWORK

Parents and students may expect homework most weekday evenings. Homework can be an important way for students to practice skills that are part of the curriculum, and also builds the habit of responsibility. Research has shown that students who consistently do their homework are more likely to be successful when they go to college. In order to set our students up for success, when assigned, homework will be checked for completion.

Actual time required to complete assignments will vary for each student. If your child is spending an unreasonable amount of time doing homework, you should contact your child's teachers. Our basic expectation for homework is as follows:

K-1st Grade: 30 minutes, Monday - Thursday
2nd-3rd Grade: 45 minutes, Monday - Thursday
4th-5th grade: 60 minutes, Monday – Thursday

RETENTION, PROMOTION, AND ACCELERATION

Rocketship's instructional model is designed to individualize each student's learning plan, recognizing individual differences and supporting both academic and social growth. Upon enrollment, students are typically placed in the next consecutive grade level. Rocketship schools generally do not make immediate

decisions to have new students repeat or skip a grade. Instead, students are assessed objectively after enrollment to determine any specific needs. Grade retention is considered only in rare and exceptional circumstances or when required by state or local law.

STATE TESTING

Rocketship shall annually administer required state testing to the applicable grades.

Required Tennessee Student Assessments				
Name	**Purpose**	**Grade**	**Tentative Dates** *Subject to Change	**Results**
The Tennessee Comprehensive Assessment Program (TCAP)	Assess student understanding of grade level standards	2-5	April	Full score reports are delivered to schools in early fall and distributed to parents.
TCAP ALT	TCAP ALT assessments in math, reading and science designed for students with the most significant cognitive disabilities and measure student mastery of the Tennessee Academic Standards.	2-5	Fall: Sept-Oct Spring: Mar-April	Full score reports are delivered to schools in early fall and distributed to parents.
Dynamic Screener [ELPA21]	Assess students' English language proficiency	K - 5	*Within first 30 days of school	Families receive student scores in paper format after testing.
English Learners Assessment [ELPA21]	Assess students' English language proficiency	K - 5	Feb-Mar	Scores are delivered to the schools for distribution in early fall.

NWEA MAP	MAP Growth is an adaptive assessment that measures students' achievement and growth in K-4 math, reading, language usage, and science.	K - 5	Round 1: September Round 2: December Round 3: April	Scores are included on student report cards. Report cards are distributed 3 times per year.
DIBELS	Measures the acquisition of literacy skills	K - 5	Round 1: August Round 2: December Round 3: April/May	Scores are included on student report cards. Report cards are distributed 3 times per year.

The assessment window is subject to change based on organizational needs and regulatory requirements.

TEACHER QUALIFICATION INFORMATION

As Rocketship receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending Rocketship may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

- Whether the student's teacher:
    - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - Is teaching in the field of discipline of the certification of the teacher; and

- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, Rocketship will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director to obtain this information.

STUDENT SUPPORT AND SPECIAL EDUCATION

SPECIAL EDUCATION AND CHILD FIND ACTIVITIES

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. Rocketship provides a free, appropriate public education to students with disabilities according to state and federal mandates. Rocketship provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures. Services are available for special education students enrolled at Rocketship. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. Rocketship collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, Rocketship is responsible for identifying, locating, and evaluating children enrolled at Rocketship with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth.

Rocketship has systems in place that assist the school in determining whether a student may have a disability. These include a specific "Child Find" form that is completed by parents upon enrollment in a Rocketship school. This also includes a Student Study Team (SST), or pre-referral, process in which school teams analyze data to identify students who are struggling academically, socially, or behaviorally and develop interventions to support the student. Rocketship has additional evidence-based interventions that are made available to students who require it; these include both differentiated instruction in the classroom and supplemental interventions in the learning lab and classroom. School teams monitor the progress of every child who receives intervention services in order to be able to identify any student who is not responding to interventions. Students who don't respond adequately to pre-referral interventions are referred for a more intensive level of support, which may include a formal evaluation to determine if the student is eligible to receive special education services as a child with a disability.

Rocketship will not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact their classroom teacher, or a school leader at your school site.

STUDENT ACCOMMODATIONS AND SECTION 504

Rocketship recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to

discrimination under any program of Rocketship. Any student who has been identified with a disability which substantially limits a major life activity, is eligible for accommodations by Rocketship. The parent/guardian of any student suspected of needing or qualifying for accommodations under Section 504 may ask the school Principal to make a referral for an evaluation.

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Please refer to your school's addendum for the designated Section 504 Coordinator.

MULTILINGUAL LEARNERS

Rocketship is committed to the success of its Multilingual Learners (MLLs), which includes those students traditionally referred to as English Learners, and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. Rocketship will meet all applicable legal requirements for MLLs as they pertain to annual notification to parents, student identification, placement, program options, MLL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Rocketship will implement policies to assure proper placement, evaluation, and communication regarding MLLs and the rights of students and parents.

STUDENT RECORD REQUESTS

Third-parties are prohibited from accessing confidential student records absent current written consent from the student's parent/guardian, an applicable FERPA exception, or a valid court order. Signed consent from the student's parent/guardian must be dated within one year of the request to release student records.

If an educational advocate, attorney, social worker, guardian ad litem, or observer/evaluator wishes to review and/or copy student special education records, the school Principal/designee must first contact a member of Rocketship Education's legal team for guidance on whether or not to release educational records or other student data. For more information regarding student record requests, see the Notifications of Rights and Assurances.

OUTSIDE PROVIDERS

Rocketship is responsible for providing all Rocketship students with disabilities a free and appropriate public education and are committed to providing all students a FAPE based upon their individual needs.

Rocketship schools provide special education and related services through the use of qualified personnel either employed by or contracted by Rocketship.

At times families may choose to access services outside of the school through a clinical model. At Rocketship we welcome collaboration with external providers in the forms of: observations, data collection, team partnership and collaboration such as team meetings with internal (RSED) and external providers so that all providers can discuss student support.

Any visits to campus by an outside provider must be in compliance with Rocketship's visitor policy and subject to reasonable limits therein. Rocketship does not allow external providers to provide direct services to students on campus during the school day/at any time which includes before/after school hours. This ensures the safety and confidentiality of all students as well as the supervision of quality services provided in alignment to the student's operative IEP.

Deviations from this policy may be requested in writing to the Executive Director and may be granted in special circumstances in the sole discretion of the Executive Director.

SCHOOL OBSERVATIONS

All visitors shall adhere to Rocketship Campus Access and Visitors Policy.

Parents/guardians, parent-appointed designees, and/or professional evaluators can conduct evaluations in school. Evaluators will be asked for a letter that indicates what assessment the evaluator is conducting and includes the parent/guardian's written consent to conduct the assessment of the student at school. Attorneys have no legal right to observe any class and will not be permitted to do so.

All observations/evaluations must be scheduled prior to the day of arrival at the school. Please make an appointment with the school Principal/designee and the ISE Team. All observers/evaluators must sign the Confidentiality Agreement and give it to the school Principal/designee and the ISE Team before the start of the observation/evaluation.

School staff may accompany an individual during a classroom observation/evaluation, at Rocketship Education's discretion. Observers/evaluators shall have no direct interaction with students, including the student who is the subject of the classroom observation/evaluation, and must refrain from engaging the attention of the teacher or other students. Not more than three individuals shall be allowed in a classroom during the observation/evaluation and shall be two hours or less. Any request for an extension beyond two hours must be made in advance and granted at Rocketship Education's discretion.

BEHAVIORAL EXPECTATIONS AND DISCIPLINE

ROCKETEER CODE OF CONDUCT

Safety, order, and student discipline are fundamental to learning at Rocketship. Rocketship expects all students to behave in a way that fosters a safe and welcoming environment for other students, Rocketship staff, and community members.

The Rocketship Code of Conduct includes the following non-negotiable expectations for our Rocketeers:

- Adherence to the Rocketship Commitment to Excellence.
- Adherence to the Rocketship Five **Core Values**.
- Adherence to the **Rocketship Creed.**

Please refer to your school's addendum for your school's Core Values and Creed.

COMMITMENT TO NON-DISCRIMINATION AND EQUAL OPPORTUNITY

Statement of Non-Discrimination
Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, and bullying, on the basis of a protected characteristic, are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship is committed to providing an educational atmosphere that is free of unlawful discrimination under Titles IV, VI, and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; The Age Discrimination Act of 1975; the IDEIA; Title II of the Americans with Disabilities Act of 1990; Section 504 of the Rehabilitation Act of 1973; the Genetic Information Nondiscrimination Act of 2008, and applicable state and local laws.

Rocketship does not discriminate on the basis of sex and prohibits any acts of sex discrimination including sexual harassment in any education program or activity that it operates, as required by State law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

Rocketship does not discriminate against any student or employee. Rocketship does not condone or tolerate unlawful discrimination, including harassment, intimidation, or bullying, based on the actual or perceived protected characteristics by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. No student shall be denied

enrollment, continued enrollment or access to educational programing available at Rocketship on the basis of any characteristic protected under applicable state or federal law or local ordinance.

To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of discrimination or harassment and take appropriate corrective action, if warranted.

Rocketship prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

This Non-Discrimination Statement can also be found on the school's website.

Prohibited Harassment and Retaliation

Harassment on the basis of a protected characteristic is a form of discrimination and Rocketship is committed to maintaining a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and state law.

Prohibited Sexual Harassment includes, means conduct on the basis of sex that satisfies one or more of the following:

1. Quid pro quo harassment, where an employee of the school conditions the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct;
2. Hostile environment harassment, which is unwelcome conduct, determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity (e.g., skipping class, dropping out of an activity, having trouble concentrating in class); or,
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Examples include but are not limited to:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including

electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.

- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses, physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances towards a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination; provided information or witnesses; or, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this Policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this Policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment on the Basis of Sex - Title IX Violation

Complaints of sexual harassment, sexual assault, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
2001 Gateway Place, Ste. 230E
San Jose, CA 95110
rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainant about the investigation process, about their rights under Title IX and other relevant laws.

Reports of Discrimination or Harassment - All Other

Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the

complainant. Reports can be made verbally or in writing and can be made in person, by telephone, by mail, by email or in writing using the General Complaint Form available in every school's front office. A school employee who receives a report of discrimination that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation under Title IX should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps.

Confidentiality

To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this Policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent(s) and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant(s) or respondent(s), to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

Title IX Complaints

Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer, and an investigation of those complaints is conducted promptly and impartially pursuant to related Title IX Complaint Procedures outlined under the Notification of Rights and Assurances section of this Handbook. The Title IX Policy and Grievance Procedures also may be found on Rocketship's website.

General Complaints

All other complaints of discrimination or harassment that do not involve allegations of Title IX violations should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook.

BULLYING PREVENTION

Bullying can have a harmful social, physical, psychological, and academic impact on victims, bystanders, and bullies. Bullying at Rocketship is strictly prohibited and will not be tolerated.

"Bullying/Intimidation/Harassment" is an intentional act that substantially interferes with a student's educational benefits, opportunities, or performance, and the act has the effect of:

1. Physically harming a student or damaging a student's property;

2. Knowingly placing the student or students in reasonable fear of physical harm to the student or damage to the student's property;
3. Causing emotional distress to a student or students;
4. Creating a hostile educational environment, or;
5. Creating unwelcome conduct based on a protected class (race, nationality, ethnicity, gender/sex, age, disability, religion) that is severe, pervasive, or persistent and creates a hostile environment.

"Cyber-bullying" is a form of bullying undertaken through the use of electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, computers, text messaging, emails, social networking sites, instant messaging, videos, websites, or fake profiles.

"Hazing" means any intentional or reckless act on or off school property, by one (1) student acting alone or with others, that is directed against any other student(s) that endangers the mental or physical health or safety of the student(s) or that induces or coerces a student to endanger his/her own mental or physical health or safety. Coaches and other school employees shall not encourage, permit, condone, or tolerate hazing activities. "Hazing" does not include customary athletic events or similar contests or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization.

Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship's policy and procedures for addressing bullying complaints through either the General Complaint Process or the Title IX process (as appropriate) which are included in the Policies, Notifications of Rights, and Assurances section of this handbook.

STUDENT DISCIPLINE - GENERAL OVERVIEW

Rocketship promotes positive behavior at school and aims to create learning environments that are more consistent, predictable, positive, and safe. We clearly define behavioral expectations and consequences, create systems for recognizing and reinforcing positive behaviors, and provide our students with social-emotional learning.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

If students do not respond to our positive behavior supports or classroom management systems, Rocketship may take alternative in-school disciplinary action.

STUDENT DISCIPLINE - IN-SCHOOL DISCIPLINARY ACTIONS

Rocketship relies on proactive, preventive support to promote positive behavior at school. Rocketship has implemented a Positive Behavior Interventions and Supports (PBIS) framework in all schools. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe. Key PBIS practices include clearly defined behavioral expectations and consequences, systems for recognizing and reinforcing positive behaviors, data-based decision-making, multi-tiered systems of support, and the implementation of core social-emotional learning curricula.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

In the event that Rocketship's PBIS infrastructure and classroom management systems are insufficient to prevent disciplinary infraction, or a disciplinary infraction is serious enough to immediately warrant additional discipline, Rocketship may take alternative in-school disciplinary action. These actions depend on the circumstances of the offense and may include, but are not limited to, the following:

- Sending the student to the Principal's office.
- Time Out or temporary placement in another classroom.
- Calling or writing/emailing the student's parent/guardian.
- Arranging a conference with the student, parent, teacher and/or administrator.
- Implementing a temporary individualized behavior plan for the student.
- Implementing counseling sessions with a designated staff member.
- Peer mediation.
- Requiring that the student complete a reflective essay or assignment.
- Community Restoration, including requiring that the student take actions to counteract/ameliorate a problem (i.e., fixing something the student broke).
- Referring the student to a Student Support Team.
- Restricting the student's participation in after-school/extra-curricular activities or field trips.
- Holding the student for detention or additional instructional time during lunch or before/after school.
- Confiscating inappropriate items related to the disciplinary infraction.

Corporal punishment shall not be used as a disciplinary measure against any student. "Corporal punishment" includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, "corporal punishment" does not include an employee's use of force, restraint and/or seclusion that is used only when a student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others.

As described above, severe infractions that threaten the safety or health of students, staff or others, may be cause for suspension or expulsion.

STUDENT DISCIPLINE - SUSPENSIONS, AND EXPULSIONS

Overview - Suspensions and Expulsions

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to discipline, suspension, or expulsion.

A student may be disciplined, suspended or expelled for prohibited misconduct if the offending act is on school grounds at any school-sponsored activity or supervised activity and off school grounds, and outside of school hours *if* in the school's sole discretion, such conduct creates a substantial disruption to the school environment and/or interferes with another student's ability to participate in the school program and/or benefit from the school's program while on school property and/or at any school-sponsored or supervised activity. This may include misconduct occurring outside of school hours such as activity on digital media, applications, online platforms, through telephone, cellular phone or text messages and other communication devices and methods.

Out of School Suspensions and Expulsion

When disciplinary infractions occur on campus, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy applies and will guide the process.

Grounds for Suspension and Expulsion

In Tennessee, students may, at the discretion of the Principal in consultation with their manager, be given an out of school suspension for any of the following reasons:

- Willful and persistent violation of the rules of the school;
- Immoral or disreputable conduct or vulgar or profane language;
- Violence or threatened violence against the person of any personnel attending or assigned to any public school;
- Willful or malicious damage to real or personal property of the school, or the property of any person attending or assigned to the school;
- Inciting, advising or counseling of others to engage in any of the acts enumerated above;

- Marking, defacing or destroying school property;
- Possession of a pistol, gun or firearm on school property;
- Possession of a knife and other weapons, as defined in T.C.A. § 39-17-1301 on school property;
- Assaulting a principal, teacher, school bus driver or other school personnel with vulgar, obscene or threatening language;
- Unlawful use or possession of barbital or legend drugs, as defined in T.C.A. § 53-10-101;
- One or more students initiating a physical attack on an individual student on school property or at a school activity, including travel to and from school or a school activity;
- Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school sponsored event;
- Any other conduct prejudicial to good order or discipline in any public school; and
- Off-campus criminal behavior that results in the student being legally charged with a felony and the student's continued presence in school poses a danger to persons or property or disrupts the educational process.

Please note that if it is determined that a student has engaged in any of the following behaviors, the school Principal has the discretion to decide in their judgment to suspend and/or recommend for expulsion after considering all surrounding circumstances.

Under Tennessee law, certain offenses are considered "zero tolerance" and will result in **mandatory expulsion**:

- Bringing to school or to be in unauthorized possession on school property of a firearm, as defined in 18 U.S.C. § 921.
- Commission of aggravated assault as defined in T.C.A § 39-13-102 or commits assault that results in bodily injury defined in T.C.A. §39-13-101(a)(1) upon any teacher, principal, administrator, any other Rocketship employee.
- Unlawfully possessing any drug including any controlled substance, as defined in T.C.C § 39-17-403 through § 39-17-415, controlled substance analogue, as defined by T.C.A. § 39-17-454, or legend drug, as defined by T.C.A. § 53-10-101.
- Threatening mass violence on school property or at a school-related activity, pursuant to T.C.A. § 39-16-517.

A student who is found to have committed any of the above zero tolerance offenses shall be expelled for a period of not less than one (1) calendar year, unless modified on a case-by-case basis by the Executive Director.

Suspension Procedures

A suspension is a temporary dismissal of a student from the regular school program and school-sponsored events for the allotted time assigned by a school administrator. Students are expected to complete all work assigned while they serve their suspension.

Suspensions at Rocketship will adhere to the following procedures:

Conference

When feasible, suspension will be preceded by a conference conducted by the Principal or designee with the student and their parent.

Notice to Parents/Guardians

Whenever possible a student will not be suspended until that student and parent have been notified of the nature of the student's misconduct, the student has been questioned about it and allowed to give an explanation.

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the student's parent/guardian by telephone or in person. The parent/guardian shall also be notified in writing of the suspension, the reason for the suspension, the length of the suspension, the student's right to return to school at the end of the suspension, and the date of return following suspension. The Principal or designee shall also provide the parent/guardian with a copy of the suspension notice. A copy of this notice will also be filed in the student's cumulative folder in the school.

A student's return to school from an issued suspension will not be contingent upon a parent/guardian's ability to attend a conference or meeting with school staff.

Suspension Time Limits

Suspension of a student should not be for more than 10 days. If, at the time of the suspension, the Principal determines that an offense has been committed that would justify a suspension for more than 10 days or an expulsion, the Principal or designee may suspend a student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable, or recommend expulsion of the student.

Rights During Suspension

The suspended student shall not be denied the opportunity to take any quarterly, semester or grading period examinations or to complete coursework missed during the suspension period.

Suspension Appeals

The parent/guardian of a student shall have the right to appeal any out-of-school suspension decision to the direct supervisor of the school Principal. The request to appeal must be made in writing and shall be submitted to the supervisor within one business day of the parent being made aware of the decision to

suspend the student. The appeal shall be considered by the Supervisor in a timely manner. Any decision made on appeal shall be final.

Expulsion Procedures

An expulsion is the permanent dismissal of a student from the Rocketship program. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school. The full authority of the Rocketship Board of Directors ("Board") to hear and conduct appeals shall be granted to the Academic Affairs Committee, a committee of the Board (the "Committee"). The Committee shall consist of three directors of the Board. The Academic Affairs Committee may expel any student found to have committed an expellable offense. Instead of conducting the hearing itself, the Academic Affairs Committee may appoint an impartial administrative panel of three or more persons, none of whom is a member of the Board or employed on the staff of the school in which the student is enrolled.

Hearing

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

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

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

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

- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Written Notice to Expel

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

- notice of the specific offense committed by the student and
- notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.

Right to Appeal

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

Post-Expulsion- Possibility for Readmission of Expelled Students

The decision to readmit a student who has been expelled from a Rocketship school shall be in the sole discretion of the Board.

Special Procedures for Suspension and Expulsion of Students with Disabilities

Services During Suspension

Students with disabilities pursuant to the Individuals with Disabilities Act ("IDEA") suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination shall take place. "Change of Placement" includes a recommendation for expulsion or a cumulative removal of more than 10 school days in a school year. Rocketship, the parent, and relevant members of the IEP Team shall review all

relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the IEP Team determines that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability and:

- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan and a change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP or Section 504 Plan, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

If the parent of a child with a disability disagrees with any decision regarding a disciplinary change in placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent or school may request an expedited administrative hearing through the regional administrative hearing office.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student will remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the 45 day time period provided for in an interim alternative educational setting, unless the parent and the school agree otherwise. Rocketship shall comply with 20

U.S.C. Section 1415(k)(2), which states that interim alternative educational setting shall be determined by the IEP team.
In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Rocketship's behavioral policies may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

Rocketship shall be deemed to have knowledge that the student had a disability if one of the following conditions exists prior to the behavior at issue:

- The parent of the child expressed concern in writing to supervisory or administrative personnel of Rocketship, or a teacher of the child, that the child is in need of special education and related services;
  - The parent of the child requested an evaluation of the child pursuant to §§ 300.300 through 300.311; or
  - The teacher of the child, or other Rocketship personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

Rocketship shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible. If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline.

The school shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Disciplinary Records
Rocketship shall maintain records of all student suspensions and expulsions at Rocketship. Such records shall be made available to the chartering authority upon request.

LOST OR DAMAGED SCHOOL PROPERTY

If a student willfully damages Rocketship's property or the personal property of a Rocketship employee, or fails to return a textbook, library book, computer/tablet or other Rocketship property that has been loaned to the student, the student's parents/guardians may be liable for all damages caused by the student's misconduct. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student's family due process, the school reserves the right to implement enforcement measures available to it under law.

STUDENT DRESS CODE

Rocketship's dress code seeks to maximize learning, and minimize disruptions during the school day and foster school/community spirit. Rocketship wants to ensure all students are prepared each day to comfortably participate in and focus on all school activities. Accordingly, students are expected to wear the Rocketship uniform to school every day.

The Rocketship uniform consists of:

- any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts,
- a Rocketship uniform shirt or a dark purple shirt.
- any sweaters and jackets must be solid colored gray, black, or purple when worn inside the school building.
- comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a uniform colored collared shirt (without the Rocketship logo).

Parent's will be called if appropriate clothing is not available or if the student refuses dress-code appropriate clothing.

Please refer to your school's addendum for your school's uniform colors and details.

The following are NOT permitted on any Rocketship campus. Any article of clothing, accessory, or markings that:

- exhibits curse words, slurs, or hate speech.
- displays logos, slogans, words, or pictures promoting or depicting alcohol, tobacco, drugs, vandalism, bigotry, violence, sexual connotations, or profanity. This includes clothing with phrases or pictures that have double meanings.
- does not reasonably fit.
- could be dangerous when playing, participating in physical education, or participating in school activities.
- interferes with or disrupts the student's ability, or the ability of other students, to participate in physical education, school activities, or their learning.
- is headgear including hats, hoodies, and caps unless permitted for religious, medical or other reasons by school administration.

Rocketship reserves the right to determine what constitutes a violation of this dress code policy. Rocketship may contact the student's parent/guardian to discuss the dress code violation.

Rocketship respects and protects students' religious, ethnic, and cultural expression. Students may wear any religiously, ethnically, or culturally specific head coverings or hairstyles, including but not limited to hijabs, yarmulkes, and head/hair wraps.

PERSONAL BELONGINGS

Students are not allowed to have the following items at school:

- Gum and Candy
- Weapons and toy weapons
- Matches or any flammable item
- Any illegal substance
- Toys, games, cards, stuffed toys/animals, dolls, and fidget spinners
- Electronic devices and toys
- Any other personal items that are dangerous or become a distraction to the student or the classroom can be confiscated.

STUDENT CELL PHONES AND PERSONAL DEVICES

Students should not bring cell phones or personal electronic devices to school. If a student does bring a cell phone or device to school, they will be required to keep it turned off and in their backpack, and out of sight during the school day.

A student may only use a cell phone under the following circumstances:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a Rocketship staff member grants permission to a student to possess or use a private device for educational purposes, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician determines that the possession or use of a private device is necessary to manage the health of the student.
  When the possession or use of a private device is required in a student's individualized education program ("IEP"), or Section 504 plan.

Students who possess any personal electronic device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. Students who use a phone without permission from a teacher will be subject to disciplinary procedures. Any unauthorized device may be confiscated and returned to the student's parents/guardians. Rocketship in no way assumes any responsibility for and will not replace any damaged, lost, or stolen cell phones or personal devices.

HEALTH AND SAFETY

MEDICATION ADMINISTRATION

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with state laws and regulations.

Rocketship strongly encourages families to administer temporary and/or maintenance medications outside of school hours. If this is not possible, medication can be administered at school.

Rocketship staff will administer all medication in accordance with applicable law, the Medication Authorization Form on file, and established guidelines. Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Authorization Form among other required documents. Parents/guardians should contact the Office Manager for a copy of the Medication Authorization Forms and for a copy of Rocketship's full Medication Administration Policy.

The Medication Administration Form must include:

- Written medical authorization, signed by a licensed health practitioner, that states:
    - The name of the student;
    - Emergency contact information for the student's parent/guardian;
    - Contact information for the student's licensed health practitioner;
    - The name, purpose, and prescribed dosage of the medication and route of administration;
    - The frequency that the medication is to be administered;
    - The possible side effects of the medication as listed on the label;
    - The circumstances under which the medication may or must be administered;
    - Other medication the student may be receiving at home;
    - Special instructions or emergency procedures;
    - In the case of self-administered medication, confirmation that the student has been instructed in the proper technique for self-administration of the medication and has demonstrated the ability to self-administer the medication effectively.

- Written authorization, signed by the student's parent/guardian, that states:
    - That a trained employee or agent of the school may administer medication to the student in accordance with all applicable state laws and regulations; or
    - in the case of self-administration, the student may possess and self-administer the medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation; and

    - that the name of the student may be distributed to appropriate school officials, as determined by the Principal.

- Written acknowledgment that any person assisting in the self-administration of medications to students or performing health care procedures, including administration of medication, shall not be liable in any court of law for any injury resulting from the reasonable and prudent assistance in the self-administration of medication or the reasonable performance of health care procedures, including administration of medications, if performed pursuant to this Policy.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Authorization Form to Rocketship. All Medication Authorization Forms must be updated at least annually.

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than their own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to their prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

IMMUNIZATIONS

To promote the health and well-being of all students, and to comply with state laws and regulations, Rocketship requires all students to present proof of certain immunizations prior to beginning school at a Rocketship campus.

Required Immunization Records and Reports
The Tennessee Department of Health requires that all students enrolling in Kindergarten, and new enrollees in a Tennessee school in grades other than Kindergarten, receive the following immunizations:

- Diphtheria-Tetanus-Pertussis
- Poliomyelitis: final dose on or after 4th birthday required
- Hepatitis B (HBV)
- Hepatitis A: total of two doses, spaced at least six months apart
- Measles, Mumps, Rubella (two doses of each, usually given together as MMR)
- Varicella (two doses, or history of disease)

The Tennessee Department of Health requires that all students enrolling in Kindergarten, and new enrollees in a Tennessee school in grades other than Kindergarten, receive the following immunizations:

- Diphtheria-Tetanus-Pertussis
- Poliomyelitis: final dose on or after 4th birthday required
- Hepatitis B (HBV)
- Hepatitis A: total of two doses, spaced at least six months apart
- Measles, Mumps, Rubella (two doses of each, usually given together as MMR)
- Varicella (two doses, or history of disease)

Certification
The certification of immunization must be submitted by either a private physician, their representative, or the public health authorities that the student is immunized. Certifications must be updated each year that a student enrolls in Rocketship.

A certification that is provided by a private healthcare professional, physician, or representative must be submitted electronically to the public health authorities. A certification that is provided by the public health authorities will be electronically transmitted directly to the school.

Exemptions
Under Tennessee law, a Rocketship student may be exempted from the certification of immunization requirements in Tennessee if:

- An authorized physician indicates that specific vaccines are medically exempt because of risk of harm. Other vaccines remain required. The medical reason for the exemption does not need to be provided.
- The student's parent/guardian provides a signed statement, affirmed under the penalties of perjury, that vaccination conflicts with the family's religious tenets or practices.

HEAD LICE

If a student is suspected of having head lice (i.e., constant itching or tickling feeling in the hair), the school nurse or other trained school employee may examine the hair of the suspected student for lice or nits (lice eggs). In certain circumstances, the employee may also examine other members of that student's household who are students at the school.

If a student is positive for live head lice, parents will be alerted and students may be sent home for appropriate treatment.

Exposure Notice
If there are two or more students affected in any class, Rocketship will send home an exposure notice with information about head lice to all parents/guardians in that class. Rocketship will maintain the privacy of students identified as having head lice and excluded from attendance.

Absences and Returning To School

Rocketship will provide parents/guardians of affected students with instructions on how to conduct post-treatment examinations on their children. Parents/guardians may send their child back to school when they believe that the child's hair is no longer infested with head lice. The school nurse or other trained staff members may reexamine the student's hair upon return. If the student shows no trace of live head lice, the student may return to school.

Any absences related to head lice will be documented and counted as an excused absence in accordance with Rocketship's Attendance and Truancy Policy. Parents should not withhold the child from school for any days longer than necessary; typically, no more than three days. Any absences longer than three days may require a doctor's note. If the family is unable to obtain a doctor's note, the family should arrange to have a meeting with the school to discuss the length of absence. The school has the discretion to excuse additional days if school staff determine this is necessary.

SAFETY PLANS

Safety is our first priority. To make sure our staff and students know what to do in case of an emergency, we follow a rigorous calendar of staff training, safety team meetings, campus walkthroughs, and safety drills. Every school is equipped with a detailed Health and Safety Plan that contains our emergency response plans, including plans for earthquakes, fire, severe weather, and lockdowns.

Please refer to your school's addendum for your school's detailed evacuation locations and directions.

Emergencies

In order for us to keep our campus safe during an emergency, we need our families to understand the following:

- In the event of an emergency, we will share information with families via our automated calling system. Please make sure your updated contact information is in our system.
- If there is an incident on or near our campus, please stay at home and wait for instructions from our school leaders. We need the public to stay away while we secure our campus and account for all students. When it is safe to come to the school, you will be contacted.
- After an emergency incident, we may need to change the way we dismiss students. You may be asked to present a photo ID in addition to your child's Walker/Rider card. Please wait for instructions from school leaders before coming to campus.

WEAPONS AND FIREARMS

Local law specifically prohibits the knowing possession or carrying of a firearm within 1,000 feet of the campus. Consistent with that law, Rocketship prohibits any weapons, imitation firearms or dangerous objects of any kind in school buildings, on school grounds or buses, or at off campus school-related or school sponsored activities, with the exception of weapons and/or firearms in the possession and/or control of law enforcement officers and security officers.

DRUGS, ALCOHOL, AND TOBACCO

Rocketship is committed to maintaining campuses free of alcohol, smoke, and illegal drugs. No one may smoke on campus and may not bring alcohol or illegal substances of any kind to our school.

If a student is suspected of being under the influence of drugs or alcohol, the school will immediately contact their parent/guardian and, when appropriate, seek medical attention. If a student is found in possession of drugs, alcohol, or tobacco products, they will be subject to discipline and possible suspension or expulsion under Rocketship's discipline policies.

CAMPUS SEARCHES AND SEIZURES

To protect the safety of all students, staff and the community, Rocketship reserves the right to search a student's person, personal property, and school property assigned to the student when there is reasonable suspicion that the student violated a Rocketship policy and/or state/federal law. All searches shall be authorized and conducted by a member of the school leadership team in the presence of an adult witness.

Student desks, cubbies and lockers, are school property and remain at all times under the control of the school. Student desks, cubbies, and lockers may not be used to store unauthorized, illegal, or contraband materials. The acceptance and use of school facilities and/or the presence on school campus by any student, shall constitute consent by the student to the search of such school facilities, student property, student use areas, by authorized school personnel and/or law enforcement.

Similarly, at their discretion and where they deem appropriate, Rocketship school leaders may confiscate a student's mobile/smartphone/ personal electronic device.

To ensure the safety of the school community, when there is reasonable suspicion, an individual is in violation of Rocketship's Campus Access and Visitors Policy and/or local or federal laws, Rocketship retains the right to require a property search as a condition to enter campus.

INTERNET SAFETY AND ACCEPTABLE USE

Rocketship uses advanced education technology to support personalized instruction for all students and facilitate comprehensive data analysis. Rocketship adheres to the federal requirements and guidelines set forth in the Children's Internet Protection Act (CIPA) (47 U.S.C. § 254(h)).

Visit http://www.ifea.net/cipa.html to view CIPA in its entirety.

Definitions

"Minor" means any individual under 18 years of age.

"Technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

- Obscene, as that term is defined in 18 U.S.C. § 1460;
- Child Pornography, as that term is defined in 18 U.S.C. § 2256; or
- Harmful to minors, as that term is defined below.

"Harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

- Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. "Sexual act" and "sexual contact" have the meanings defined in 18 U.S.C. § 2246.

An authorized person must be able to disable the blocking or filtering measure during any use by an adult to enable access for bona fide research or other lawful purposes.

Educational Purpose

Rocketship's Internet system is limited to educational purposes. Acceptable activities include classroom activities and high-quality research. Rocketship computers are not to be used for entertainment purposes unless specifically authorized by a staff member in accordance with this policy.

Technology Protection Measures

To the extent practicable, Rocketship will use technology protection measures to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography,

or to any material deemed harmful to minors. The selected technological filter will be designed to prevent a user from sending, receiving, viewing, or downloading materials that are harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage
In accordance with CIPA, the following uses of Rocketship Internet system are considered unacceptable:

- Unauthorized access, including "hacking." This includes logging in through another person's account and accessing another person's files; making deliberate attempts to disrupt the computer system; destroying data by spreading computer viruses; and downloading software without the explicit consent of a staff member. Rocketship students shall immediately notify a teacher if they have identified a possible security problem.
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors. This includes posting a student's personal contact information (i.e., name, email address, home address, telephone number, school address) through email or through websites that solicit personal information, social networking websites, and Internet chat rooms.
- Illegal activities. This includes using the Internet to engage in any illegal act, including, but not limited to, arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, or threatening the safety of another person.
- Inappropriate online behavior. This includes using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language while online; engaging in personal attacks or cyberbullying, including prejudicial or discriminatory attacks; and knowingly or recklessly posting false or defamatory information about a person or organization on any websites.
- Plagiarism.
- Accessing inappropriate material. This includes material that is designated for adults only or is profane or obscene (i.e., pornography), or harmful to minors, material that advocates illegal or dangerous acts, or material that advocates violence or discrimination.

Supervising and Monitoring
It shall be the responsibility of all members of the Rocketship Schools team to educate, supervise and monitor appropriate usage of the access to the Internet, including electronic mail by and within the Charter School. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of Rocketship's Executive Director or their designated representatives.

Staff shall monitor students while they are using Rocketship computers, laptops, or tablets to access the internet or online services on a Rocketship campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Rocketship equipment including but not limited to their child's access to the internet and any online

services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy. Parents/Guardians are encouraged to discuss internet safety with their children.

Training

Rocketship will provide age- appropriate training for students and staff who use Rocketship computers and network. The training provided will be designed to promote Rocketship's commitment to:

- The standards and acceptable use of Internet services as set forth in this policy.
- Student safety with regard to Safety on the Internet; appropriate behavior while online, on social networking Web sites, and in chat rooms; and cyberbullying awareness and response.
- Appropriate communication between staff and students via the internet, social media, and text messages or phone calls.
- Compliance with the E-Rate requirements of the Children's Internet Protection Act ("CIPA").

Disciplinary Action

Students should expect only limited privacy in the contents of their personal files or record of web research activities. Record maintenance and network monitoring may lead to the discovery that a student has violated this Policy and/or the law. If there is reasonable suspicion of violation of law or school policy, Rocketship will conduct a search of the student's files and/or internet activities. A student's parent/guardian may request to see the content of a student's files or emails.

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who are found to have violated this policy or any relevant laws will be disciplined in accordance with Rocketship's Discipline Policy.

Rocketship will cooperate fully with local or federal officials in any investigation related to any illegal activities conducted on the school computers or through the school internet network.

Copyright Law

Copyright law protects the ownership of a person's creative works. In an educational setting, students and staff are permitted to use others' works under the Fair Use Clause, if they meet the restrictions and cite the work.

Liability

Rocketship Public Schools is not responsible for any financial obligations arising through the unauthorized use of its computers and/or internet system. A student's parent/guardian can be held financially responsible for any harm to Rocketship's Internet system arising from a student's intentional misuse.

CHILD ABUSE AND NEGLECT

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report when they know or suspect that a student has been or is in danger of being subjected to any of the following: mental injury; physical abuse; physical assault; neglect; sexual abuse; sexual exploitation; sexual assault; exposure to illegal drug-related activity, including ingestion of an illegal drug due to parent/guardian neglect; or exposure to domestic violence in the student's home. Additionally, mandated reporters must make a report when they suspect or know that a student has been injured by a bullet, knife, or other sharp object.

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who fails to report suspected incidents of child abuse or neglect is subject to punishment under state law. Reporters are not required to discuss their suspicions with families prior to reporting the matter to the appropriate authorities, nor are they required to investigate the cause of any suspicious marks, behavior or condition prior to making a report. Consistent with state law, the identity of Mandated Reporters cannot be disclosed to the family or anyone else not directly involved in the investigation of the case. Mandated Reporters will not be held liable for reports made which are determined to be unfounded provided the report was made in "good faith."

PARENT INVOLVEMENT

ROCKETSHIP'S COMMITMENT

Rocketship Commitment – At Rocketship, we fully commit to our families and students in the following ways:

- We will create a safe place to learn.
- We will respect the background, culture, and individuality of each child.
- We will communicate regularly with you about your child's progress and special needs during family conferences, progress reports and as needed or requested by the family.
- We will leverage small group instruction to realize our goal of 1.2 years of growth on the NWEA MAP assessment. In addition, 40% of all 3rd and 4th graders will be proficient on TNReady state assessments.
- We will hold high expectations for all students.
- We will leverage Social-emotional learning (SEL) and enrichment activities to support emotional well-being.
- We will work hard to help your child feel successful and increase their sense of self-worth.
- We will provide your child with the academic base and help them to establish the kind of moral compass they need to be successful in college, their career and for the rest of their lives.

- We will provide support to you and your child as you determine the best educational path upon graduating from Rocketship.
- We will provide reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.
- We will ensure regular two-way communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- We will provide regular opportunities to attend school community meetings and other school-sponsored events that are meaningful and worthwhile. Including opportunities for parents to engage with one another and engage with vendors and specialized care providers.
- We will seek opportunities to improve the lives of our community outside of school.
- We will communicate a student's need for any specialized programs (i.e., English Language Learner, Integrated Special Education, etc.) in clear terms so parents understand the method for determination and the program plans.

PARENTS'/GUARDIANS' COMMITMENT

Parents'/Guardians' Commitment- We fully commit to Rocketship in the following ways:

- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn and prepare for college and life by supporting him/her and encouraging him/her to adhere to his/her "commitment to excellence."
- We will make sure our child arrives at school on time every school day.
- We will make arrangements so our child can remain at school until the end of the school day each day and be picked up when school ends.
- We will follow all arrival and dismissal regulations and parking and busing procedures.
- We will make sure our child follows the Rocketship dress code.
- We will ensure that our child is reading or being read to every night and monitor television viewing.
- We will check our child's homework every night, sign his/her agenda, and we will carefully read and sign (if requested) all the papers our school sends home to us.
- We will meet regularly with teachers to discuss our child's progress and support their work to help our child excel.
- We will participate in as many school activities including parent/family meetings, exhibition nights, community meetings, open house nights, conferences, etc. as reasonably possible.
- We will strive to contribute as many partnership hours to the school community as reasonably possible.
- We, not the school, are responsible for the behavior of our child.
- We will care for school library books and return them within a week for others to use. We will pay for any lost book.

- We will participate, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.

STUDENTS' COMMITMENT

Students' Commitment- We fully commit to our education in the following ways:

- I will work hard everyday
- I will follow the school's rules
- I will be respectful to ourselves, others, and our environment
- I will take responsibility for our learning, actions, and achievement
- I will be empathetic to our world
- I will attend school daily, be prepared for class, and complete assignments to the best of my ability.
- I will learn and obey school and bus rules and instructions given by the school principal and staff.
- I will bring only those materials to school or onto the bus that are allowed.
- Follow directions of the bus driver.
- I will remain properly seated, back against the seat, bottom against the bottom of the seat, and keep my hands to myself while on the bus.
- I will remain seated until it is time to get off the bus. The open door is the signal for me to get up from my bus seat.

PARENT PARTNERSHIP

Engaged parents are a core pillar of Rocketship's model and critical to our Rocketeers and their long-term success. By actively being included and involved in our schools and their Rocketeers' learning, parents become integrated into the fabric of the school community. An active partnership between families and Rocketship faculty and staff benefits our Rocketeers as they see their parents on campus, and families as they gain a deeper understanding of Rocketship's model and are positioned to reinforce Rocketship's core values at home.

Rocketship encourages families to participate in Parent Partnership Hours each year by supporting or engaging in various school activities. Participation is not required, and there are no consequences or penalties for families who are unable to complete the requested hours.

HOME VISITS

Studies have shown that meaningful parental involvement in the education of their children can have dramatic effects on student achievement. Home visits help parents and teachers come together as equal partners to form a trusting relationship centered on student learning, establish goals for the individual child and the parent-teacher relationship, and invest families in the Rocketship community.

Each Rocketship student will receive a home visit from their core classroom teachers during the beginning of each school year. Teachers will reach out to families to schedule the home visit in advance. Home visits typically last for about one hour.

What happens during home visits may vary according to both parent and teacher preference, but typically home visits include:

- Collaborative academic and personal goal-setting for the student
- Discussion of the student's (and the family's) hopes and dreams
- Discussion of the student's interests both inside and outside of the classroom
- Discussion about communication preferences during the school year
- Explanation about Rocketship's policies and procedures that parents have questions about
- Talking about the history of Rocketship and the mission of the network and school
- Conversations about why the family chose Rocketship, how long they have lived in their community, etc.
- Invitation to an upcoming event at the school (i.e., Back to School Night, community meeting)
- Conversation about the teacher's background

PARENT OPPORTUNITIES ON CAMPUS

We provide many different opportunities for you to stay involved with your child's education. These include (but are not limited to):

- **Family Orientation.** Before school begins each year, parents will receive an invitation to an Orientation. All parents must attend this event.
- **Conferences.** A parent/guardian must attend conferences to meet with teachers to go over a student's progress report and/or report card.
- **Community Meetings.** All parents/guardians are invited and strongly encouraged to attend the scheduled Community Meetings. These meetings will help you stay informed regarding your school procedures and policies and become actively involved in further developing the school's mission.
- **Parent/Family Meetings.** All parents/guardians are invited and strongly encouraged to attend the scheduled Parent/Family Meetings to maintain an active role in their child's learning. These meetings are open to the entire family and typically take place on the weekends or on a weeknight.

- **Leadership groups at the school.** This may include a Parent Leadership group or other parent groups organized at the school.

OPEN MEETING POLICY

All meetings of the Rocketship Education Tennessee Board of Trustees will comply with applicable open meetings law. Agendas will be posted publicly in advance and Rocketship shall also make meeting minutes publicly available upon approval.

NOTIFICATIONS OF RIGHTS AND ASSURANCES

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 business days after the day the School receives a request for access.

   Parents/guardians or eligible students should submit to the School Principal or designee a written request that identifies the records they wish to inspect. The School Principal of designee will make arrangements for access and notify the parent/guardians or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents/guardians or eligible students who wish to ask the School to amend a record should write to the School principal or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the School decides to amend the record as requested by the parent/guardian or eligible student, the School Principal must order the correction or the

removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School board. A School official also may include a volunteer or contractor outside of the School who performs an institutional service of function for which the School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another School official in performing their tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

   Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

   Note that Rocketship will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Rocketship to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Student Privacy Office
   U.S. Department of Education
   400 Maryland Avenue, SW Washington, DC 20202

5. The right to request that Rocketship not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

1. To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*3*) are met. (§ 99.31(a)(1))
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
3. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
5. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
6. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
7. To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

8. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
9. To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
10. To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
11. Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
12. To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
13. To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K)).

Notice for FERPA Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information ("PII") from your child's education records. However, the School may disclose certain elements of PII that are appropriately designated "directory information" without written consent, unless you have advised the School to the contrary in accordance with the School's procedures. The primary purpose of directory information is to allow the School to include information from your child's education records in certain school publications and in certain, limited circumstances that the School may determine as appropriate for disclosure. Examples may include:

- A playbill, showing your student's role in a drama production
- Annual yearbook
- Honor roll or other recognition lists
- Promotion or graduation programs
- Sports activity sheets

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Under certain circumstances, within the School's sole discretion, Rocketship may disclose the PII that it has designated as directory information without a parent's prior written consent. In such cases, "directory information," which is defined as set forth below, may be released to requestors in limited circumstances by Rocketship, without additional notice to parents/guardians, unless the parent/guardian timely "opts out" of such disclosures, in writing.

Directory Information at Rocketship includes:

- Student name
- Parent/guardian name, mailing address(es), telephone listing and email address
- Student birth date
- Dates of attendance, Grade Level, and Enrollment Status
- Honors and awards received

If you do not want the School to disclose directory information without your prior written consent, you must submit a completed Directory Information Opt-Out Form. A Directory Information Opt-Out Form is included in annual enrollment documentation or a copy is available upon request at the main office.

Contract for Digital Storage, Management, and Retrieval of Student Records

Rocketship may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws.

This complete policy, included within this handbook, serves as annual notice of the policy.

EDUCATION OF FOSTER YOUTH POLICY

The Governing Board of Rocketship recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. In accordance with Section 1112(c)(5)(B) of ESEA (20 U.S.C. §6312(c)(5)(B)), all LEAs, in collaboration with the state Child and Family Services Agency, must ensure the implementation of the foster care provisions under ESEA.

Rocketship Liaison

In order to help facilitate the enrollment, placement, and transfer of foster youth to Rocketship, the Governing Board shall designate a Rocketship foster youth liaison. The Governing Board designates the following position as Rocketship's liaison for foster youth:

Sara Escamilla -Guerra
2001 Gateway Place Ste. 230E
San Jose, CA 95110
sguerra@rsed.org
408-726-1999

Identification

The Tennessee Department of Education (TDOE) has identified the TDOE's Student Nutrition List as the most accurate listing of students in foster care placements available to schools. Rocketship will review the TDOE's Student Nutrition List through the Tennessee: Meals, Accounting, and Claiming (TMAC) portal to identify currently enrolled students who have been placed into foster care. In addition to reviewing the TDOE Student Nutrition List, Rocketship may also review additional information provided through the Rocketship registration process, and the Orion system to identify students who may qualify as foster youth.

Educational/School Stability Protections

Taking into account the child's best interest, a child in foster care should remain in the same school that they attended before placement (the "school of origin"). CFSA is tasked with making the best interest determination and will seek input from the school serving as the child's school of origin.

When a determination is made that it is NOT in the child's best interest to remain in the school of origin, the child must immediately be enrolled in the new school, regardless of whether the child's records or other documentation typically needed for school enrollment can be produced. The enrolling school must immediately contact the previous school to obtain academic and other records. When there is a discrepancy over the best interest, the decision will be made in consultation with Rocketship, the local child welfare agency, and the Commission.

Transportation

Rocketship and the CFSA shall complete a student-level transportation agreement for every foster child who requires school stability transportation services in order to get to and from their school of origin. The transportation agreement must identify all the resources, including no-cost and low-cost options such as public transportation; foster parent or other family members who may be willing and able to transport the student; special education services if the student is eligible; and any other public or private transportation resources either agency has at their disposal to provide transportation to the student. Upon identifying these resources, Rocketship and the CFSA POCs must weigh the options identified to determine which mode of transportation is most immediately available, cost-effective, and appropriate to meet the child's needs given their developmental age and individual capacity.

If additional costs are incurred in providing transportation, Rocketship shall provide such transportation if the local child welfare agency agrees to reimburse Rocketship for such costs; Rocketship agrees to pay for the cost; or Rocketship and the local child welfare agency agree to share the cost. In D.C., Local Education Agencies can use Title I funding to support additional costs of school stability transportation.

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances:

- A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date they left school.
- A verified court appearance or related court-ordered activity.

Definitions
"Children awaiting foster placement" means children who have been removed from their homes by CFSA and who are in emergency or interim placement but for whom a decision to secure formal foster care placement has not been made. Usually, this is a very temporary (i.e., 24-48 hour) circumstance.

"Foster care" means 24-hour substitute care for children placed away from parents or guardians and for whom CFSA has placement and care responsibility. This includes, but is not limited to, placement in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes.

"School of origin" means the school in which the child is enrolled at the time of placement in foster care. If a child's foster placement changes, the school of origin will be the school in which the child is enrolled at the time of the placement change.

This complete policy, included within this handbook, serves as annual notice of the policy.

EDUCATION OF HOMELESS CHILDREN AND YOUTH POLICY

The McKinney-Vento Homeless Assistance Act ("the McKinney-Vento Act") is a federal law that ensures educational rights and protections for children and youth experiencing homelessness. (42 U.S.C. 11431 et seq.) This policy is written in compliance with the requirements under the McKinney-Vento Act. It addresses relevant definitions; Rocketship's Designated Homeless Liaison; general assurances regarding the education of homeless children and youth; procedures for identification and reporting; school selection; enrollment and records; transportation rights; and the enrollment dispute resolution process.

Definitions
"Homeless children and youth" mean children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- Living in a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as cars, parks, public

spaces, abandoned buildings or substandard housing (for example, condemned buildings or garages), bus or train stations, or other similar settings. In determining whether a housing arrangement may be deemed "substandard, the school may consider whether the setting lacks one of the fundamental utilities such as water, electricity, or heat; is infested with vermin or mold; lacks a basic functional part such as a working kitchen or toilet; presents unreasonable dangers to adults, children, or persons with disabilities. or is otherwise defined as "substandard" under local housing codes.

- Living in motels, hotels, trailer parks (does not include trailers or mobile homes in a mobile home park) or camping grounds due to a lack of alternative adequate accommodations.
- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Living in emergency or transitional shelters.
- Abandoned in hospitals.
- Migratory children who qualify as homeless because they are living in circumstances described above.
- Unaccompanied youth includes a youth not in the physical custody of a parent or guardian.
- A child or unaccompanied youth shall be considered homeless for as long as they are in a living situation described above.

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by Rocketship's Liaison.

Designated Homeless Liaisons

The Rocketship Homeless Liaison serves Rocketship students in the designated region(s) below.

Sara Escamilla -Guerra
2001 Gateway Place Ste. 230E
San Jose, CA 95110
sguerra@rsed.org
408-726-1999

The Homeless Liaison is required to:

- Ensure that homeless children and youth are identified by school personnel and through outreach and coordination with other entities and agencies.
- Ensure that homeless students enroll in, and have full and equal opportunity to succeed in, Rocketship schools.
- Ensure that homeless families, children, and youth have access to and receive educational services for which they are eligible.

- Ensure that homeless families, children, and youth receive referrals to health, dental, mental health, and substance abuse services, housing services, and other appropriate services.
- Ensure that parents and guardians are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Ensure that public notice of the educational rights of homeless students is disseminated where children and youth receive services under the McKinney-Vento Act.
- Ensure that enrollment disputes are mediated in accordance with the dispute resolution provisions.
- Ensure that the parent/guardian of a homeless child or youth, or any unaccompanied youth, is fully informed of all transportation services and is assisted in accessing transportation services, if available and feasible.
- Ensure that school personnel receive professional development and other support.
- Assist unaccompanied youth in placement/enrollment decisions.
- Ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
- Assist homeless children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records
- Collaborate and coordinate with state coordinators and community and school personnel. responsible for the provision of education and related services to homeless children and youth.

Rocketship provides the following general assurances:

- Homeless children and youth shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.
- Homeless children and youth shall be provided services comparable to those received by other students in the school, including transportation services, and education programs for which students meet eligibility criteria, such as services provided under Title 1 or similar state and local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs.
- Homeless children and youth will have access to district administrative level reservation of funds (set-asides) for serving homeless students.
- Rocketship shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.
- Rocketship shall provide and post notices of the educational rights of homeless children and youth.

Identification and Reporting

Rocketship will include the identification of homeless students and their unique educational needs in its targeted work to raise achievement for all students. Homeless children and youth will be identified through:

- The application process for enrollment (self-identification)
- School personnel recommendations
- Coordinated activities with other entities and agencies

Rocketship will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth. Materials will be provided for students and parents in a language easily understood by families and students. If students or families are unable to read, additional support should be provided to explain student rights.

School Selection

Homeless students have a right to select from the following schools:

- The school they attended when permanently housed (School of Origin)
- The school in which they was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

A homeless child or youth's right to attend their school of origin extends for the duration of homelessness. If a child or youth becomes permanently housed during the academic year, they are entitled to stay in the school of origin for the remainder of the academic year.

Enrollment and Records

Homeless students may be identified at the time of enrollment (through self-reports). As all Rocketship schools are independent charter schools, and therefore schools of choice rather than assigned district schools, placement decisions are based solely on parent request through the application process. In order to provide equal access to its schools, the Rocketship annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers.

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be immediately enrolled, if the student otherwise be eligible to attend, and subject to Rocketship's capacity and pursuant to the procedures in the charter document and board policies, even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The Rocketship designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the Designated Homeless Liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adults.

In accordance with current Rocketship enrollment policies and state regulations regarding charter schools, if the grade level for which a homeless child or youth has applied has more applicants than spaces available, a random public lottery will take place in order to determine enrollment for the following school year. An "in-district" or "in-county" (depending on the type of school the student has applied to) priority will apply during the lottery to homeless youth who self-identify as homeless during the application process so as to not discriminate against homeless children or youth due to lack of permanent housing. If a homeless child or youth applies for admission after the annual random public lottery, they will be placed on the waitlist in the order in which the application was received, even if the application is incomplete at the time of submission.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Information about a student's living situation that is maintained by Rocketship is part of the student's record, subject to the protections of the Family Educational Rights and Privacy Act (FERPA). In general, FERPA prohibits a school from disclosing personally identifiable information ("PII) from students' educational records without parental consent. One exception to this general consent rule is for information that the school has designated as "directory information," which is information that would not generally be considered harmful or an invasion of privacy if disclosed. However, information regarding a student's living situation is not considered directory information and must be provided the same protections as other non-directory PII.

Transportation

Per the McKinney-Vento Act, Rocketship must provide services to homeless children and youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

Rocketship, where feasible, at the request of the parent/guardian and/or in the best interest of the homeless child or youth, shall provide transportation to students experiencing homelessness to ensure the students are able to stay at the Rocketship school of their choice for the duration of their

homelessness. Rocketship may work with the youth's district of residence or other agencies to provide transportation services.

Enrollment Dispute Resolution Process
As required by 42 USC § 11432(g)(1)(C), schools must develop and implement written procedures for the receipt and resolution of complaints alleging violations of law with regards to enrollment and school placement as covered by the McKinney-Vento Act. The State Coordinator for the Education for Homeless Children and Youth Program will provide technical assistance to interested parties as requested and as necessary.

If a dispute arises over enrollment or school placement:

- the child or youth must be immediately enrolled in the school requested by the individual or organization submitting the complaint;
- the parent/guardian of the affected student(s) must be provided a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision;
- the child, youth, parent, or guardian must be referred to the McKinney-Vento Homeless Education Liaison for the corporation, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
- in the case of an unaccompanied youth, the Homeless Education Liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Rocketship Dispute Resolution Process
Disputes may arise between a Rocketship school and a homeless student or homeless parent/guardian regarding, among other things, enrollment or transportation. At such a time, the Homeless Education Liaison immediately becomes involved, and Rocketship must follow a procedure that includes these steps:

- A student must be allowed to attend or enroll in the school that is challenging the student's right to attend until a final decision is made regarding the dispute. The challenging school must provide transportation and other school services as needed to the student until the dispute is resolved.
- The dispute resolution process begins at the time a school challenges the right of either a parent or guardian, or in the case of an unaccompanied youth, to enroll a child or youth in school, to continue enrollment in school, or to receive services such as transportation assistance.
- When Rocketship challenges the enrollment or services of the child or unaccompanied youth, Rocketship must:
    - Provide notice of the challenge to the parent, guardian, or unaccompanied youth, through the Homeless Education, on the day of the challenge.

    - Provide notice of the right to appeal the challenge to the parent, guardian, or unaccompanied youth. This notice must include a form to be completed by the parent, guardian, or unaccompanied youth should they decide to appeal Rocketship's decision.
- The Homeless Education Liaison will provide the parent, guardian, or unaccompanied youth with written notice in clear, easy-to-understand language detailing the dispute resolution process.
- Rocketship will have three working days to review its initial decision and make a final decision as to the position taken (i.e., whether it will continue to challenge the right of the student to be enrolled). The decision must state all factual information upon which it is based and the legal basis in support thereof.

Pregnant and Parenting Students

Rocketship recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Rocketship will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in Rocketship if it is necessary in order for the student to be able to complete any graduation requirements, unless Rocketship determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the General Complaint Process.

This complete policy, included within this handbook, serves as annual notice of the policy.

EDUCATION OF MIGRANT YOUTH

A student's migratory status shall not preclude a student from enrolling in a Rocketship.

Rocketship shall screen all enrolled students annually using the Occupational Survey to identify any students that may qualify for services through the Tennessee Migrant Education Program. Rocketship will

also provide migratory children with the opportunity to meet the same statewide assessment standards that all students are expected to meet.

SCHOOL MEALS NON-DISCRIMINATION NOTICE

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, prohibit Rocketship Charter School from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax: (833) 256-1665 or (202) 690-7442; or
email: Program.Intake@usda.gov

Rocketship is an equal opportunity provider of student meals.

All complaints of discrimination or harassment that do not involve allegations of Title IX violations should be made under the General Complaint Process described under the Notification of Rights and Assurances section of this Handbook. Rocketship will report complaints received about discrimination or harassment in the School Meal Programs to the appropriate state and federal agencies as required by law.

GENERAL COMPLAINT PROCESS

Rocketship values the concerns of our parents, staff, students, and community and takes all concerns and complaints seriously. The following General Complaint Process should be employed to ensure complaints receive full consideration.

Informal Complaints
Because most difficulties can be resolved by communicating a concern to someone, complainants are encouraged to discuss their concern or complaint promptly and candidly with their student's teacher, the school Principal or the school Principal's designee. However, a complainant is not required to discuss his/her complaint in any manner or for any reason prior to initiating a formal complaint.

Use of General Complaint Process
Rocketship's General Complaint Process should be used as follows:

- To deal with complaints and concerns pertaining to the educational environment or interpersonal student conflicts.
- To allege violations of state or federal law, or of the school's charter.

Who May File a Complaint
The procedures set forth below may be used by complainants who are students, parents, or visitors. Employees should refer to the Employee Handbook for procedures specific to filing employee complaints.

Confidentiality
All documentation and information related to an investigation conducted as a result of a complaint are considered confidential and are not revealed or discussed with persons not involved in the investigation of the complaint or decision-making process.

Filing a Complaint
Complainants may file complaints verbally or in writing, and complaints may be made in person, by phone, via email or in writing using the General Complaint Form.

Complainants should follow the process outlined below when they wish to file a formal written complaint regarding school policies, procedures and/or practices. The school will respond as outlined below.

1. Fill out a General Complaint Form available at the school's front office. The General Complaint Form should be submitted to the school Principal within ninety (90) calendar days of encountering the issue that is the subject of the complaint.

2. Upon receiving a completed General Complaint Form, the school Principal or his/her designee will notify the Title IX Compliance and Civil Rights Officer as applicable if the complaint falls under the purview of the Title IX complaint procedures. The Title IX Compliance and Civil Rights Officer, in

consultation with Legal, Compliance and others, will notify state authorities of the complaint, if appropriate and/or legally required.

3. If the complaint does not otherwise fall under the purview of Title IX procedures, the Principal, or his/her designee, will conduct an adequate, reliable, and impartial investigation of the complaint. This will include interviewing witnesses, obtaining any relevant documents, collecting any other pertinent evidence, and allowing parties to provide evidence. The investigation will aim to be concluded within twenty (20) school days of receiving the General Complaint Form unless exceptional circumstances justify a more extended period within which to complete the investigation. The amount of additional time granted for an exceptional circumstance will be determined on a case-by-case basis.

4. The person who conducted the investigation (either the Principal or his/her designee) will prepare a final written report with a recommendation for resolving the complaint and will provide the final report to the Title IX Compliance and Civil Rights Officer. The final report will name the party bringing the complaint, describe the nature of the complaint, summarize the investigation, recommend one or more resolutions, and provide reasons for the recommended resolutions.

5. The parties will be informed once the investigation is complete. If required by law, the parties will be provided a copy of the final written report. If the either party is not satisfied with the school's determination, that party may appeal to the Executive Director and/or may pursue any other appeals provided by law. Appeals to the Executive Director must be submitted in writing by either party within ten (10) school days of the parties' notification of the end of the investigation. The Executive Director will review the appeal under a preponderance of the evidence standard and render a written decision within forty-five (45) calendar days.

6. If either party is not satisfied with the Executive Director's decision, that party may appeal to the Governing Board and/or may pursue any other appeals provided by law. Appeals to the Governing Board must be made in writing by either party addressed to the Board Chair and submitted to Compliance@rsed.org within ten (10) school days of the Executive Director's decision. The Board will review the appeal under a preponderance of the evidence standard and render a written decision within ninety (90) calendar days.

Prohibition Against Retaliation

Rocketship will not retaliate against any person who files a complaint in accordance with this Policy or against any person who participates in proceedings related to this Policy. In addition, Rocketship will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, bullying, intimidation or other concern, or who cooperates in an investigation of such a complaint. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

Modification
Rocketship may approve modification of the foregoing procedures in a particular case if the modification is for good cause and does not violate the due process rights of the parties involved or any policies of Rocketship.

Contact Information
The contact information for the school Principal can be found in your school's addendum and on the school's website.

Other Remedies
This complaint process does not bar complainants from filing claims in other forums to the extent permitted by state and federal law.

TITLE IX COMPLAINT PROCESS

Rocketship values the concerns of our parents, staff, students, and community and takes all concerns and complaints seriously.

Rocketship's comprehensive Title IX Policy and Grievance Procedures which contains the rules and procedures for reporting sexual harassment and for pursuing available remedies may be found on Rocketship's website. The below offers a brief overview.

Complaints under Title IX
Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to Rocketship's Title IX Compliance and Civil Rights Officer, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

All complaints and reports of sex discrimination or sexual harassment should be submitted to our Title IX Coordinator, who can be reached at:

Title IX Compliance and Civil Rights Officer
2001 Gateway Place, Ste. 230E
San Jose, CA 95110
rthukral@rsed.org

An investigation of those complaints is conducted promptly and impartially.

Supportive Measures
Once an allegation of Title IX discrimination, sexual harassment, or retaliation has been received, the school designee and/or Title IX Compliance and Civil Rights Officer/designee will offer individualized supportive measures to ensure the safety of the parties involved and the safety of the educational

environment, to restore or preserve equal access to Rocketship's education program or activity, and to provide support during the investigation and resolution process.

Examples of supportive measures include, but are not limited to, designating a staff member to serve as that complainant's "safe" person, altering the respondent/complainant's seating or schedule to reduce access between the respondent and the complainant, creating individual safety plans, and possible consultation with the school's professional mental health service providers.

Investigation, Determination of Responsibility and Remedies
The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The investigation will be conducted by the Title IX Compliance and Civil Rights Officer/designee in a prompt and equitable manner to remedy the alleged violation. Rocketship will use a preponderance of the evidence standard (i.e., more likely than not that harassment occurred) when resolving complaints. If the Title IX Compliance and Civil Rights Officer/ designee determines an incident of discrimination, sexual harassment or retaliation has occurred, prompt and effective steps will be taken to end the unlawful conduct, eliminate its effects, prevent recurrence of an incident, and restore the safety of the complainant.

For additional information, please see Rocketship's Title IX Policy and Grievance Procedures available on Rocketship's website.

TITLE I PARENT INVOLVEMENT

Parent involvement is one of the three pillars of Rocketship. We work directly with parents, helping them become leaders at home, in the school, and in their communities. Our commitment to parent engagement is reinforced through our Title I Parent Involvement Initiatives.

Development and Review of Policy
Rocketship will take the following actions to engage parents in the joint development and review of its Title I Parent Involvement Policy:

- Gather and disseminate to parents for review the following materials: the Title I Parental Involvement Policy and the Title I school-parent compact. These materials will be disseminated to parents during one of the school's fall community meetings or at fall parent/teacher conferences.
- Written and oral input from parents will be solicited through regularly scheduled community meetings, parent/teacher conference feedback and regular written communications with parents.

Schools will distribute the Title I policy through the Parent/Student Handbook and/or at community meetings throughout the school year.

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Rocketship, the following practices have been established:

- All parents are invited to participate in the annual review of the school's Title I programs. All flyers and notices about the meetings are disseminated by classroom and school newsletters, email, calls and posted on the website. Each year the school holds at least two meetings to review, elaborate, edit, and add goals to school programs and plans. The plan may also be discussed at meetings of the School Site Council.
- Rocketship schools provide the necessary coordination, technical assistance, flexibility, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school Performance. The school will offer monthly community meetings, workshops, and additional activities for parents. The parents will vote at community meetings held either at the end of the school year (for the following year) or at the beginning of the year (for current year) to give input on the content of community meetings and any additional workshops they would like to have. Parents who cannot attend the meetings will be invited to give input through a survey, letter, email or call to their Title I teacher.
- If the schoolwide plan is not satisfactory to the parents of participating children, Rocketship shall submit any parent comments on the plan when the school makes the plan available.
- Rocketship schools involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy using the measures described above.
- Rocketship schools provide parents of Title I students with timely information about Title I programs through school and classroom newsletters, parent-teacher home visits, parent- teacher conferences, family events and exhibition nights, and community meetings and leadership training.
- Rocketship schools build the capacity of parents/guardians for strong parent involvement. Each school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Schools will also provide parents/guardians with assistance on how to monitor their children's progress and work with educators to improve the achievement of their children. The school shall ensure that this information is communicated to parents/guardians in a format and, to the extent practicable, language that the parent/guardian can understand.
- Rocketship schools provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. This happens through community meetings, parent-teacher conferences, home visits, and school and classroom newsletters.
- If requested by parents, and to the extent not covered by any of the above options, Rocketship will provide opportunities for regular meetings to formulate suggestions and to participate, as

appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

- Rocketship, with the assistance of its parents, will educate its teachers, school leaders and other school staff how to reach out to, communicate with and value parents as equal partners in their children's education. The school shall inform parents/guardians of the existence of parent resource centers in the state that provide training, information, and support to parent/guardians.

This policy will be updated periodically to meet changing needs of parents and the school.

School-Parent Compact

Rocketship distributes to parents of all students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards.

The compact will permit parents to communicate obstacles to parental involvement and Rocketship will consider discussing available resources with parents as required and appropriate.

Building Capacity for Involvement

As described above, Rocketship schools engage Title I parents in meaningful interactions with the school. Our schools support a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices which are undertaken during regular community meetings, home visits, parent-teacher conferences, and special school events.

- Rocketship provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Rocketship provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- Rocketship educates staff members about the value of parent contributions, and how to work with parents as equal partners. Rocketship has a Parent Leadership team, which is tasked with building parental capacity for leadership and parent involvement.
- Rocketship involves parents of all backgrounds, including those with limited English proficiency, those with disabilities, and parents of migratory students.
- Rocketship coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- Rocketship distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- Rocketship provides support for parental involvement activities requested by Title I parents.

In carrying out the parent and family engagement requirements of this policy, Rocketship shall provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and families who have disabilities, and parents and family members of migratory children. This includes providing information and school reports required under section 1111 of the ESEA, as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand.

SCHOOL-PARENT COMPACT

Rocketship has a responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards.

Parents/guardians will be responsible for supporting their children's learning in a variety of ways, including but not limited to the following:

- monitoring attendance, homework completion, and television viewing;
- volunteering in the classroom, at the school, or at a school-sponsored event (not required, but Rocketship strongly encourages the completion of 20 Parent Participation hours);
- attending school community meetings and other school events;
- participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.

Rocketship believes in the importance of communication between teachers and parents/guardians on an ongoing basis. This shall be established by:

- Parent-teacher conferences, at least annually, during which the compact shall be discussed as it relates to the student's achievement.
- Frequent reports to parents/guardians on their children's progress.
- Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.
- Ensuring regular two-way communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- Regular opportunities to attend school community meetings and other school-sponsored events.

NOTIFICATION OF RIGHTS UNDER COPPA

Rocketship schools use several computer software applications and web-based services, operated not by schools in our network, but by third-party vendors. We use these tools to provide students with the most

effective software and web-based services for learning. In accordance with the Children's Online Privacy Protection Act (COPPA), Rocketship consents to the vendors' collection, use, and disclosure of information obtained directly from students. Rocketship gives this consent on behalf of parents.

Under COPPA, each software provider or website operator is bound to maintain the confidentiality of the information collected, and must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. The law permits schools such as ours to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the website operator. For more information on COPPA, please visit https://www.ftc.gov/business-guidance/resources/complying-coppa-frequently-asked-questions.

A list of the software and services used by RSED, with the privacy policy for each, can be found on our network website at: https://www.rocketshipschools.org.

Upon request from Rocketship, vendors must provide the school a description of the types of personal information collected; an opportunity to review a child's personal information and/or have the information deleted; and the opportunity to prevent further use or online collection of a child's personal information.

Parents retain the right to request review of their child's personal information and/or have information deleted. Parents also have the right to opt their child out of participating in educational activities that involve the collection, use, or disclosure of personal information collected from their child.

NOTIFICATION OF RIGHTS UNDER PPRA

The Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("Protected Information Survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

    1. Political affiliations or beliefs of the student or student's parent;
    2. Mental or psychological problems of the student or student's family;
    3. Sex behavior or attitudes;
    4. Illegal, anti-social, self-incriminating, or demeaning behavior;
    5. Critical appraisals of others with whom respondents have close family relationships;

6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of –
    1. Any other protected information survey, regardless of funding;
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
    3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- Inspect, upon request and before administration or use –

    1. Protected information surveys of students and surveys created by a third party;
    2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
    3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Rocketship Education has developed and adopted policies, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Rocketship Education will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Rocketship Education will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. Rocketship Education will make this notification to parents at the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

This policy is intended to also fulfill the requirements and obligations set forth under T.C.A. § 49-2-211.

NOTIFICATION UNDER THE ASBESTOS HAZARD EMERGENCY RESPONSE ACT

Rocketship Education complies with all relevant laws by maintaining an asbestos management plan for any buildings we occupy, whether owned or leased, that contain asbestos-containing materials. This plan includes routine inspections and proactive communication with families and staff regarding any asbestos-related activities within the school.

CLUBS AND ORGANIZATIONS

Rocketship Schools may provide a range of clubs and organizations and availability may vary throughout the year and from season to season.

At the time this handbook was approved and printed, there are no activities, clubs, or organizations confirmed for the 2025–26 school year.

Please note that this list is subject to change after the printing of this handbook. For the most current information, families should contact their school directly.

For information about school athletics, families should contact their school directly.

TENNESSEE CHARTER SCHOOL COMMISSION ADDENDUM

Rocketship Nashville Northeast Elementary (RNNE) and Rocketship Dream Community Prep are charter schools authorized by the Tennessee Public Charter School Commission (TPCSC), which serves as the overseeing school district. This notice provides important contact information for the school district as well as a link to school district resources and information for parents and students.

The Tennessee Public Charter School Commission has school district policies and procedures that apply to all of its schools. These policies and procedures, along with additional information about the school district and its schools are located on its website.

Tennessee Public Charter School Commission District Staff:

- Executive Director: Tess Stovall (Tess.Stovall@tn.gov)

- General Counsel: Ashley Thomas (Ashley.Thomas2@tn.gov)
- Director of External Affairs: Hayden Pendergrass (Hayden.Pendergrass@tn.gov)
- Director of Finance and Operations: Melanie Harrell (Melanie.Harrell@tn.gov)
- Director of School Programs and Supports: Maggie Stampley (Maggie.Stampley@tn.gov)
- Exceptional Education Coordinator: Katie Bridges (Katie.Bridges@tn.gov)
- District Migrant, Homeless, Foster Care Liaison: Claire Seguin (Claire.Seguin@tn.gov)
- English Learner Program Coordinator: John Bowyer (John.Bowyer@tn.gov)

Contact Information for TPSCS:

Tennessee Public Charter School Commission
500 James Robertson Parkway, 8th Floor
Nashville, TN 37243
Main Phone: (615) 532-6245
Email: Charter.Commission@tn.gov
Website: https://www.tn.gov/tn-public-charter-school-commission.html

ROCKETSHIP UNITED ACADEMY ADDENDUM

SCHOOL SITE

Rocketship United Academy
320 Plus Park Blvd
Nashville, TN 37217

Principal: TBD
Office Manager: Anna Gomez
Email: RUA@rsed.org
Office Phone: 615-712-7499

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Monday, Tuesday, Wednesday and Friday
7:45 am - Start of school day
3:20 pm - End of the school day

Thursday
7:45 am - Start of school day
2:30 pm - End of the school day

OFFICE HOURS

Our front office staff is excited to offer assistance to our community. We encourage families to call or email our team with all requests and concerns.

Front Office Hours: 8:00 am – 2:30 pm. Office may be closed earlier on Thursdays.
Email requests: AGomez@rsed.org

Please allow 3 business days for all requests.

SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Cookies
- Gum
- Candy
- Fast Food
- Soda

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school Principal for approval to host any celebration during the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship United Academy
Five Core Values: Responsibility, Respect, Empathy, Persistence, and Gratitude.
Creed:

I am a Rocketship Rocketeer
At home, at school, and in my community
I am respectful of myself, my neighbors, and the environment
I am responsible for my learning, and actions
I show empathy and gratitude for the world
We celebrate our similarities and differences
Together we're all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship United Academy uniform consists of:

- any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts,
- a Rocketship uniform shirt or a dark purple shirt.
- any sweaters and jackets must be solid colored gray, black, or purple when worn inside the school building.
- comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple shirt (without the Rocketship logo).

SECTION 504

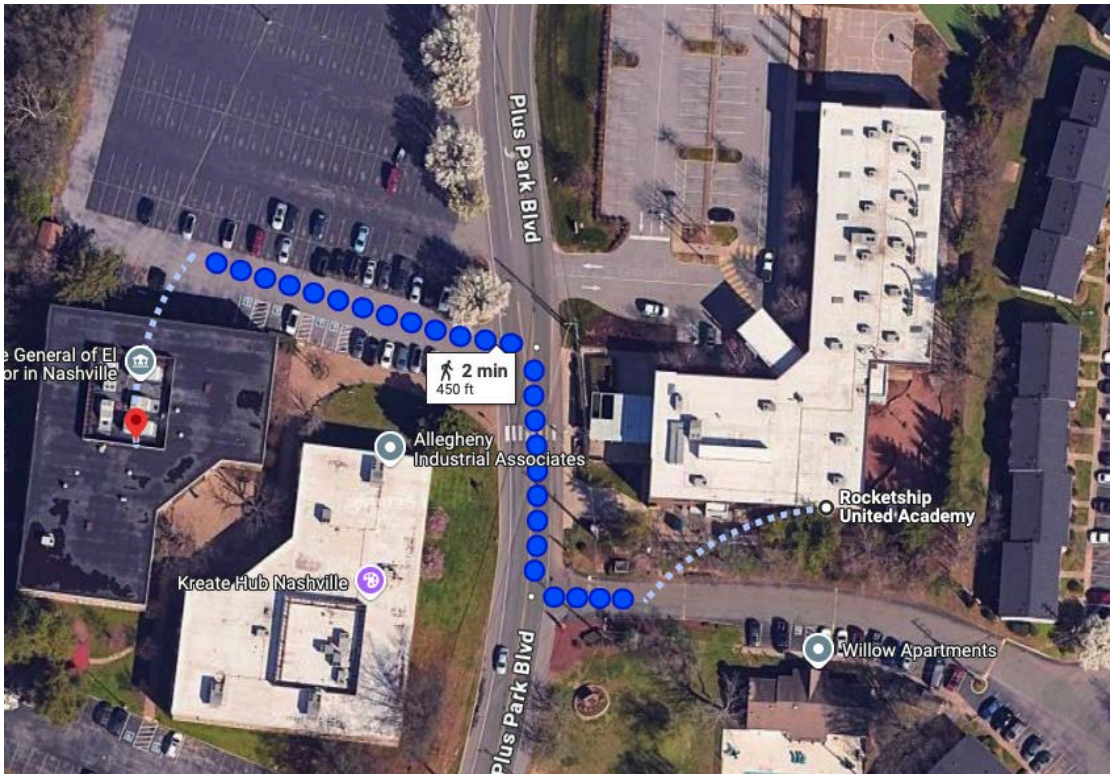
To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Ashley Love
RTI^2 Manager
ALove@rsed.org

SAFETY PLANS

Primary and Secondary Evacuation Sites

Rocketship United Academy's primary evacuation site is located at the Rocketship Regional Office- 311 Plus Park BLVD Nashville, TN 37217 .



Our secondary evacuation site is located off campus at Rocketship Nashville Northeast, 2526 Dickerson Pike Nashville, TN 37207. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site and parents/guardians will be notified via email/phone call providing additional information.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.

ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY ADDENDUM

SCHOOL SITE

Rocketship Nashville Northeast Elementary
2526 Dickerson Pike
Nashville, TN 37207

Principal: Tawana Harper
Office Manager: Chardonnay Campos
Email: RNNE@rsed.org
Office Phone: 615-489-4243

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Monday, Tuesday, Wednesday and Friday
7:45 am - Start of school day
3:20 pm - End of the school day

Thursday
7:45 am - Start of school day
2:30 pm - End of the school day

OFFICE HOURS

Our front office staff is excited to offer assistance to our community. We encourage families to call or email our team with all requests and concerns.

Front Office Hours: 8:00 am – 2:30 pm. Office may be closed earlier on Thursdays.
Email requests: chcampos@rsed.org

Please allow 3 business days for all requests.

SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Cookies

- Gum
- Candy
- Fast Food
- Soda

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school Principal for approval to host any celebration during the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Nashville Northeast Elementary

Five Core Values: Responsibility, Respect, Empathy, Persistence, and Love

Creed:

I am a Rocketship Rocketeer
At home, at school, and in my community
I am respectful of myself, my neighbors, and the environment
I am responsible for my learning and actions
I show love to myself, my family, and the community
I have empathy for our world and I am persistent in attaining excellence
Together, we are all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Nashville Northeast Elementary uniform consists of:

- any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts,
- a Rocketship uniform shirt or a dark purple shirt.
- any sweaters and jackets must be solid colored gray, black, or purple when worn inside the school building.
- comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple shirt (without the Rocketship logo).

SECTION 504

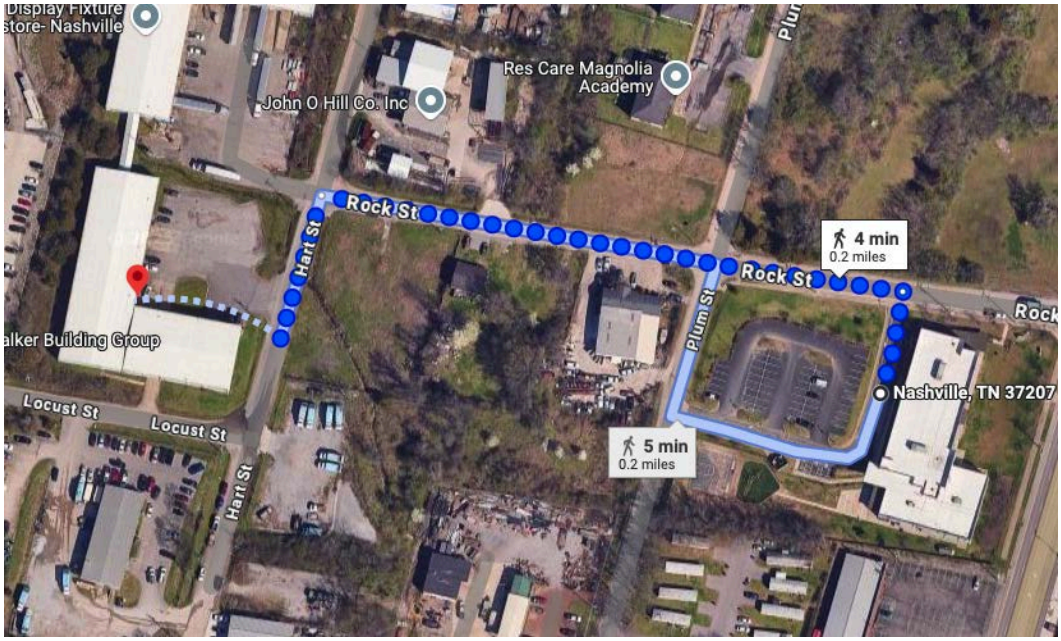
To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Renesha Audate
RTI^2 Manager
RAudate@rsed.org

SAFETY PLANS

Primary and Secondary Evacuation Sites

Rocketship Nashville Northeast Elementary's primary evacuation site is located at Warehouse Pro- 2600 Hart St, Nashville, TN 37207.



Our secondary evacuation site is located off campus at Rocketship United Academy- 320 Plus Park Blvd Nashville, TN 37217. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site and parents/guardians will be notified via email/phone call providing additional information.

Please be familiar with this location so you know where to go in case of an emergency dismissal.

ROCKETSHIP DREAM COMMUNITY PREP ADDENDUM

SCHOOL SITE

Rocketship Dream Community Prep
5450 Mt View Rd
Antioch, TN 37013

Principal: TBD
Office Manager: Elizabeth Ayala
Email: nashville@rsed.org
Office Phone: 615-637-2210

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Monday, Tuesday, Wednesday and Friday
7:45 am - Start of school day
3:20 pm - End of the school day

Thursday
7:45 am - Start of school day
2:30 pm - End of the school day

OFFICE HOURS

Our front office staff is excited to offer assistance to our community. We encourage families to call or email our team with all requests and concerns.

Front Office Hours: 8:00 am – 2:30 pm. Office may be closed earlier on Thursdays.
Email requests: eayala@rsed.org

Please allow 3 business days for all requests.

SCHOOL MEALS

Prohibited Foods
The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)

- Cookies
- Gum
- Candy
- Fast Food
- Soda

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school Principal for approval to host any celebration during the school day.

ROCKETEER CORE VALUES AND CREED

Rocketship Dream Community Prep
Five Core Values: Responsibility, Respect, Empathy, Persistence, and Harmony
Creed:

I am a Rocketship Rocketeer at home, at school, and in my community
I am respectful of myself, my neighbors, and the environment
I am responsible for my learning and actions
I work in harmony with my peers and my community
I show empathy for the world, and
I am persistent in attaining success
Together we're all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Dream Community Prep uniform consists of:

- any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts,
- a Rocketship uniform shirt or a dark purple shirt.
- any sweaters and jackets must be solid colored gray, black, or purple when worn inside the school building.
- comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple shirt (without the Rocketship logo).

SECTION 504

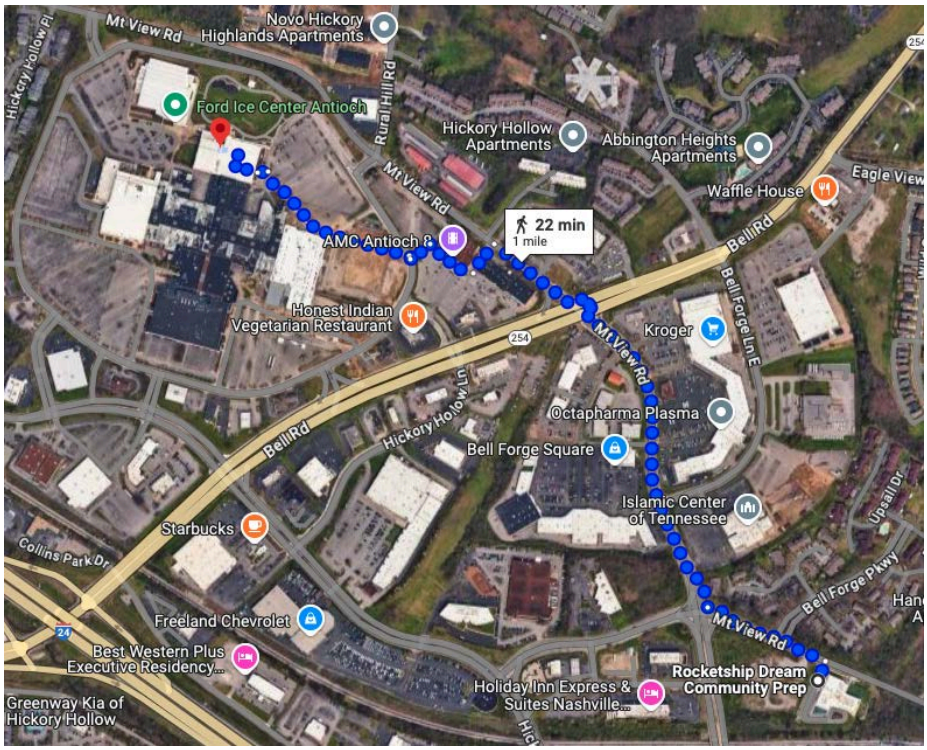
To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Erin Lynn
Associate Director of ISE
elynn@rsed.org

SAFETY PLANS

Primary and Secondary Evacuation Sites

Rocketship Dream Community Prep's primary evacuation site is located at Southeast Community Center-5260 Hickory Hollow Parkway, Antioch TN, 37013.



Our secondary evacuation site is located off campus at Rocketship United Academy- 320 Plus Park Blvd Nashville, TN 37217. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site and parents/guardians will be notified via email/phone call providing additional information.

Please be familiar with this location so you know where to go in case of an emergency dismissal.

ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 7(C) **Subject:** Approve amended leases for Rocketship United Academy, Rocketship Nashville Northeast Elementary and Rocketship Dream Community Prep	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

The Asset Transfer Agreement ("ATA") between Rocketship Education ("RSED") and Rocketship Education Tennessee ("RSED-TN") contemplates the transfer of all leases related to the three RSED charter schools located in Tennessee ("Rocketship TN Schools"). The three (3) proposed Lease Amendments each change the definition of subtenant from RSED to RSED-TN ("Lease Amendments").

Regional and national leadership recommend that the RSED Board of Directors ("RSED Board") approve the attached Lease Amendments.

Background:

RSED is currently a party to three leasehold agreements that pertain to three different properties in Tennessee.

The first agreement is a lease agreement for 320 Plus Avenue, Nashville, TN, which is the site of Rocketship United Academy ("RUA Lease"). The RUA Lease is between RSED and Launchpad Development Two Nashville, LLC, a Delaware limited liability company. Under the Lease Amendment related to the RUA Lease, RSED assigns its leasehold interest to RSED-TN.

The second agreement is a lease agreement for 2526 Dickerson Pike, Nashville, TN, which is the site of Rocketship Nashville Northeast Elementary ("RNNE Lease"). The RNNE Lease is between RSED and Launchpad Development One Nashville, LLC, a Delaware limited liability company. Under the Lease Amendment related to the RNNE Lease, RSED assigns its leasehold interest to RSED-TN.

The third agreement is for 5400 Mount View Road, Antioch, TN, which is the site of Rocketship Dream Academy ("RDCP Lease"). This RDCP Lease is a sublease between RSED and Launchpad Development Nashville Three, LLC, a Delaware limited liability company. The underlying, primary lease between Launchpad Development Nashville Three, LLC as sublandlord, and TA Nashville MVR LLC, a Tennessee limited liability company, as landlord shall remain in effect until further notice. Under the Lease Amendment related to the RDCP Lease, RSED assigns its sublease interest to RSED-TN.

Summary of Previous Board Action by Board:
On August 28, 2024, the RSED Board approved material amendment applications for each of the three Rocketship Tennessee schools. The applications were submitted to the schools' respective authorizers and these sought approval to transfer governance and oversight from the RSED to RSED-TN.

On March 5, 2025, the RSED Board approved Memoranda of Understanding relating to each of the three Rocketship Tennessee schools. The MOUs codified the approved transfer of governance and oversight from RSED to RSED-TN effective July 1, 2025.

On June 5, 2025, the RSED-TN Board of Trustees approved the ATA and the Lease Amendments.

Approval of the above-referenced ATA and the Lease Amendments are on the agenda for this Board meeting.

Submitted by:
Leah Olson, Senior Legal Counsel
Ben Carson, Chief Financial Officer
Eric Dailey, Executive Director, Rocketship Education Tennessee

ASSIGNMENT AND ASSUMPTION OF LEASE

THIS ASSIGNMENT AND ASSUMPTION OF LEASE (this "***Assignment***") is dated as of June 1, 2025 (the "***Effective Date***"), by and between ROCKETSHIP EDUCATION, a California nonprofit public benefit corporation ("***Assignor***") and ROCKETSHIP EDUCATION TENNESSEE, a Tennessee nonprofit corporation ("***Assignee***").

WITNESSETH:

A. Assignor is the Tenant under that certain Lease Agreement-Rocketship United Academy effective May 31, 2019 ("***Lease***"), by and between Launchpad Development Two Nashville, LLC, a Delaware limited liability company ("***Landlord***"), as Landlord, and Assignor, as Lessee, pertaining to property located at 320 Plus Avenue, Nashville, Tennessee, as more fully described in the Lease ("***Property***").

B. Assignor desires to assign, transfer and convey Assignor's entire estate, right, title, interest, and obligations under the Lease and the Property to Assignee, and Assignee desires to acquire and assume all Assignor's entire estate, right, title, interest and obligations under the Lease and the Property.

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereto agree as follows:

AGREEMENT

1. Assignor hereby assigns, transfers and conveys Assignor's entire estate, right, title, interest and obligations under the Lease to Assignee. Assignee hereby agrees to be expressly bound by the terms of the Lease and to assume all obligations of Assignor under the Lease.

2. Assignor hereby affirms and acknowledges that (a) the Lease is in full force and effect in accordance with its terms, (b) there is no default under the terms of the Lease, and (c) the Lease constitutes the valid and binding obligation of Assignor.

3. Each party agrees to perform any further acts and sign and deliver any further documents which may be reasonably necessary to carry into effect the provisions of this Assignment. Assignee shall indemnify and hold harmless Assignor from and against any and all liabilities arising under the Lease on or after the Effective Date.

4. This Assignment shall apply to and bind the parties hereto and their respective successors and assigns.

5. This Assignment may be executed in one or more counterparts, each of which shall be deemed an original, but all of which shall constitute one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have signed and delivered this Assignment as of the date first set forth above.

ASSIGNOR:

ROCKETSHIP EDUCATION, a California nonprofit public benefit corporation

By:_____
Name:_____
Title: _____

ASSIGNEE:

ROCKETSHIP EDUCATION TENNESSEE, a Tennessee nonprofit corporation

By:_____
Name:_____
Title: _____

CONSENT OF LANDLORD

The Consent is made with reference to the foregoing Assumption and Assignment of Lease. Capitalized terms used in this Consent shall have the meanings set forth in the Assumption and Assignment of Lease.

The undersigned hereby (a) confirms (i) the Lease is in full force and effect in accordance with its terms, (ii) there is no default under the terms of the Lease, and (iii) the Lease constitutes the valid and binding obligation of Landlord, (b) waives the Assignor's performance of the provisions of Section 14.1.B. of the Lease, and (c) consents to Assignor's assignment of the Lease to Assignee and Assignee's assumption of the Lease as stated above. Assignor is hereby released from its obligations pursuant to the Lease.

LANDLORD:

LAUNCHPAD DEVELOPMENT TWO NASHVILLE, LLC,
a Delaware limited liability company

By_____

_____,
Manager

FIRST AMENDMENT TO LEASE AGREEMENT-ROCKETSHIP UNITED ACADEMY

THIS FIRST AMENDMENT TO LEASE AGREEMENT-ROCKETSHIP UNITED ACADEMY (this "***Amendment***"), dated as of June 1, 2025, is entered into by and between LAUNCHPAD DEVELOPMENT TWO NASHVILLE, LLC, a Delaware limited liability company ("***Landlord***"), and ROCKETSHIP EDUCATION TENNESSEE, a Tennessee nonprofit corporation ("***Tenant***"), with reference to the following facts:

RECITALS

A. Landlord and Rocketship Education, a California nonprofit public benefit corporation ("***Initial Tenant***"), entered into that certain Lease Agreement-Rocketship United Academy effective May 31, 2019 (the **"*Lease*"**), for certain property commonly referred to as 320 Plus Avenue, Nashville, Tennessee (the "***Leased Premises***").

B. Effective June 1, 2025, Initial Tenant has assigned to Tenant its interest in the Lease pursuant to Section 14.1.A. of the Lease (the "***Assignment***").

C. Landlord has given its written consent to the Assignment.

D. Landlord and Tenant desire to amend the Lease to reflect the Assignment.

NOW THEREFORE, in consideration of the mutual covenants and agreements contained herein and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Landlord and Tenant agree as follows:

1. **Capitalized Terms**. Unless otherwise expressly provided in this Amendment, capitalized terms used in this Amendment shall have the meanings assigned in the Lease.

2. **Definitions**. The definition of "Tenant" and of "Tenant's Address" in the Summary of Basic Lease Terms in the Lease is hereby amended to provide as follows:

Tenant:	Rocketship Education Tennessee, a Tennessee nonprofit corporation ("Tenant").
Tenant's Address:	311 Plus Park Blvd. Suite 130 Nashville, TN 37217

3. **Effect of Amendment**. This Amendment shall be effective as of June 1, 2025 (the "***Effective Date***").

5. **Counterparts/Facsimile Execution**. This Amendment may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument. Any party may transmit its signature to this Amendment by facsimile transmission or electronic mail, and such facsimile transmission or electronic mail shall be deemed an original ink signature for all purposes.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment effective as of the Effective Date.

LANDLORD:

LAUNCHPAD DEVELOPMENT TWO NASHVILLE, LLC,
a Delaware limited liability company

By_____
_____,
Manager

TENANT:

ROCKETSHIP EDUCATION TENNESSEE,
a Tennessee nonprofit corporation

By:_____
Name:_____
Title: _____

ASSIGNMENT AND ASSUMPTION OF LEASE

THIS ASSIGNMENT AND ASSUMPTION OF LEASE (this "***Assignment***") is dated as of June 1, 2025 (the "***Effective Date***"), by and between ROCKETSHIP EDUCATION, a California nonprofit public benefit corporation ("***Assignor***") and ROCKETSHIP EDUCATION TENNESSEE, a Tennessee nonprofit corporation ("***Assignee***").

WITNESSETH:

A. Assignor is the Tenant under that certain Lease Agreement-Nashville Northeast Elementary effective February 1, 2017 ("***Lease***"), by and between Launchpad Development One Nashville, LLC, a Delaware limited liability company ("***Landlord***"), as Landlord, and Assignor, as Lessee, pertaining to property located at 2526 Dickerson Pike, Nashville, Tennessee, as more fully described in the Lease ("***Property***").

B. Assignor desires to assign, transfer and convey Assignor's entire estate, right, title, interest, and obligations under the Lease and the Property to Assignee, and Assignee desires to acquire and assume all Assignor's entire estate, right, title, interest and obligations under the Lease and the Property.

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereto agree as follows:

AGREEMENT

1. Assignor hereby assigns, transfers and conveys Assignor's entire estate, right, title, interest and obligations under the Lease to Assignee. Assignee hereby agrees to be expressly bound by the terms of the Lease and to assume all obligations of Assignor under the Lease.

2. Assignor hereby affirms and acknowledges that (a) the Lease is in full force and effect in accordance with its terms, (b) there is no default under the terms of the Lease, and (c) the Lease constitutes the valid and binding obligation of Assignor.

3. Each party agrees to perform any further acts and sign and deliver any further documents which may be reasonably necessary to carry into effect the provisions of this Assignment. Assignee shall indemnify and hold harmless Assignor from and against any and all liabilities arising under the Lease on or after the Effective Date.

4. This Assignment shall apply to and bind the parties hereto and their respective successors and assigns.

5. This Assignment may be executed in one or more counterparts, each of which shall be deemed an original, but all of which shall constitute one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have signed and delivered this Assignment as of the date first set forth above.

ASSIGNOR:

ROCKETSHIP EDUCATION, a California nonprofit public benefit corporation

By:_____
Name:_____
Title: _____

ASSIGNEE:

ROCKETSHIP EDUCATION TENNESSEE, a Tennessee nonprofit corporation

By:_____
Name:_____
Title: _____

CONSENT OF LANDLORD

The Consent is made with reference to the foregoing Assumption and Assignment of Lease. Capitalized terms used in this Consent shall have the meanings set forth in the Assumption and Assignment of Lease.

The undersigned hereby (a) confirms (i) the Lease is in full force and effect in accordance with its terms, (ii) there is no default under the terms of the Lease, and (iii) the Lease constitutes the valid and binding obligation of Landlord, (b) waives the Assignor's performance of the provisions of Section 14.1.B. of the Lease, and (c) consents to Assignor's assignment of the Lease to Assignee and Assignee's assumption of the Lease as stated above. Assignor is hereby released from its obligations pursuant to the Lease.

LANDLORD:

LAUNCHPAD DEVELOPMENT ONE NASHVILLE, LLC,
a Delaware limited liability company

By_____

_____,
Manager

FIRST AMENDMENT TO LEASE AGREEMENT-
NASHVILLE NORTHEAST ELEMENTARY

THIS FIRST AMENDMENT TO LEASE AGREEMENT-NASHVILLE NORTHEAST ELEMENTARY (this "***Amendment***"), dated as of June 1, 2025, is entered into by and between LAUNCHPAD DEVELOPMENT ONE NASHVILLE, LLC, a Delaware limited liability company ("***Landlord***"), and ROCKETSHIP EDUCATION TENNESSEE, a Tennessee nonprofit corporation ("***Tenant***"), with reference to the following facts:

RECITALS

A. Landlord and Rocketship Education, a California nonprofit public benefit corporation ("***Initial Tenant***"), entered into that certain Lease Agreement-Nashville Northeast Elementary effective February 1, 2017 (the **"*Lease*"**), for certain property commonly referred to as 2526 Dickerson Pike, Nashville, Tennessee (the "***Leased Premises***").

B. Effective June 1, 2025, Initial Tenant has assigned to Tenant its interest in the Lease pursuant to Section 14.1.A. of the Lease (the "***Assignment***").

C. Landlord has given its written consent to the Assignment.

D. Landlord and Tenant desire to amend the Lease to reflect the Assignment.

NOW THEREFORE, in consideration of the mutual covenants and agreements contained herein and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Landlord and Tenant agree as follows:

1. **Capitalized Terms**. Unless otherwise expressly provided in this Amendment, capitalized terms used in this Amendment shall have the meanings assigned in the Lease.

2. **Definitions**. The definition of "Tenant" and of "Tenant's Address" in the Summary of Basic Lease Terms in the Lease is hereby amended to provide as follows:

Tenant:	Rocketship Education Tennessee, a Tennessee nonprofit corporation ("Tenant").
Tenant's Address:	311 Plus Park Blvd. Suite 130 Nashville, TN 37217

3. **Effect of Amendment**. This Amendment shall be effective as of June 1, 2025 (the "***Effective Date***").

5. **Counterparts/Facsimile Execution**. This Amendment may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument. Any party may transmit its signature to this Amendment by facsimile transmission or electronic mail, and such facsimile transmission or electronic mail shall be deemed an original ink signature for all purposes.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment effective as of the Effective Date.

LANDLORD:

LAUNCHPAD DEVELOPMENT ONE NASHVILLE, LLC,
a Delaware limited liability company

By_____
_____,
Manager

TENANT:

ROCKETSHIP EDUCATION TENNESSEE,
a Tennessee nonprofit corporation

By:_____
Name:_____
Title: _____

ASSIGNMENT AND ASSUMPTION OF LEASE

THIS ASSIGNMENT AND ASSUMPTION OF SUBLEASE (this "***Assignment***") is dated as of June 1, 2025 (the "***Effective Date***"), by and between ROCKETSHIP EDUCATION, a California nonprofit public benefit corporation ("***Assignor***") and ROCKETSHIP EDUCATION TENNESSEE, a Tennessee nonprofit corporation ("***Assignee***").

WITNESSETH:

A. Assignor is the Subtenant under that certain Sublease Agreement dated March 15, 2021 (the "***Sublease***"), by and between Launchpad Development Three Nashville, LLC, a Delaware limited liability company ("***Sublandlord***"), as Sublandlord, and Assignor, as Subtenant, pertaining to property located at 5400 Mount View Road, Antioch, Davidson County, Tennessee, as more fully described in the Sublease ("***Property***").

B. Assignor desires to assign, transfer and convey Assignor's entire estate, right, title, interest, and obligations under the Sublease and the Property to Assignee, and Assignee desires to acquire and assume all Assignor's entire estate, right, title, interest and obligations under the Sublease and the Property.

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereto agree as follows:

AGREEMENT

1. Assignor hereby assigns, transfers and conveys Assignor's entire estate, right, title, interest and obligations under the Sublease to Assignee. Assignee hereby agrees to be expressly bound by the terms of the Sublease and to assume all obligations of Assignor under the Sublease.

2. Assignor hereby affirms and acknowledges that (a) the Sublease is in full force and effect in accordance with its terms, (b) there is no default under the terms of the Sublease, and (c) the Sublease constitutes the valid and binding obligation of Assignor.

3. Each party agrees to perform any further acts and sign and deliver any further documents which may be reasonably necessary to carry into effect the provisions of this Assignment. Assignee shall indemnify and hold harmless Assignor from and against any and all liabilities arising under the Sublease on or after the Effective Date.

4. This Assignment shall apply to and bind the parties hereto and their respective successors and assigns.

5. This Assignment may be executed in one or more counterparts, each of which shall be deemed an original, but all of which shall constitute one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have signed and delivered this Assignment as of the date first set forth above.

ASSIGNOR:

ROCKETSHIP EDUCATION, a California nonprofit public benefit corporation

By:_____
Name:_____
Title: _____

ASSIGNEE:

ROCKETSHIP EDUCATION TENNESSEE, a Tennessee nonprofit corporation

By:_____
Name:_____
Title: _____

CONSENT OF SUBLANDLORD

The Consent is made with reference to the foregoing Assumption and Assignment of Sublease. Capitalized terms used in this Consent shall have the meanings set forth in the Assumption and Assignment of Sublease.

The undersigned hereby (a) confirms (i) the Sublease is in full force and effect in accordance with its terms, (ii) there is no default under the terms of the Sublease, and (iii) the Sublease constitutes the valid and binding obligation of Sublandlord, (b) waives the Assignor's performance of the provisions of Section 11 of the Sublease, and (c) consents to Assignor's assignment of the Sublease to Assignee and Assignee's assumption of the Sublease as stated above. Assignor is hereby released from its obligations pursuant to the Sublease.

SUBLANDLORD:

LAUNCHPAD DEVELOPMENT THREE NASHVILLE, LLC,
a Delaware limited liability company

By_____

_____,
Manager

CONSENT OF LANDLORD

The Consent is made with reference to the foregoing Assumption and Assignment of Sublease. Capitalized terms used in this Consent shall have the meanings set forth in the Assumption and Assignment of Sublease.

The undersigned hereby (a) confirms (i) the Lease is in full force and effect in accordance with its terms, (ii) there is no default under the terms of the Lease, and (iii) the Lease constitutes the valid and binding obligation of Landlord, (b) waives the Assignor's performance of the provisions of Section 16.1.1 of the Lease, and (c) consents to Assignor's assignment of the Sublease to Assignee and Assignee's assumption of the Sublease as stated above.

LANDLORD:

TA NASHVILLE MVR, LLC,
a Tennessee limited liability company

By_____
_____,
Manager

FIRST AMENDMENT TO SUBLEASE AGREEMENT

THIS FIRST AMENDMENT TO SUBLEASE AGREEMENT (this "***Amendment***"), dated as of June 1, 2025, is entered into by and between LAUNCHPAD DEVELOPMENT THREE NASHVILLE, LLC, a Delaware limited liability company ("***Sublandlord***"), and ROCKETSHIP EDUCATION TENNESSEE, a Tennessee nonprofit corporation ("***Successor Subtenant***"), with reference to the following facts:

RECITALS

A. Sublandlord and Rocketship Education, a California nonprofit public benefit corporation ("***Initial Subtenant***"), entered into that certain Sublease Agreement dated March 15, 2021 (the **"*Sublease*"**), for certain property commonly referred to as 5400 Mount View Road, Antioch, Davidson County, Tennessee (the "***Leased Premises***"), pursuant to that certain Lease Agreement dated as of March 15, 2021, (the "***Lease***") by and between Sublandlord and TA Nashville MVR LLC, a Tennessee limited liability company ("***Landlord***").

B. Effective June 1, 2025, Initial Subtenant has assigned to Successor Subtenant its interest in the Sublease pursuant to Section 11 of the Sublease (the "***Assignment***").

C. Landlord and Sublandlord have each given written consent to the Assignment.

D. Sublandlord and Successor Subtenant desire to amend the Sublease to reflect the Assignment.

NOW THEREFORE, in consideration of the mutual covenants and agreements contained herein and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Sublandlord and Successor Subtenant agree as follows:

1. **Capitalized Terms**. Unless otherwise expressly provided in this Amendment, capitalized terms used in this Amendment shall have the meanings assigned in the Sublease.

2. **Definition**. The definition of "Subtenant" in the Sublease is hereby amended to mean and refer to Rocketship Education Tennessee, a Tennessee nonprofit corporation.

3. **Notices**. Section 12 of the Sublease is hereby amended to provide that the address of Subtenant shall be 311 Plus Park Blvd. Suite 130, Nashville, TN 37217.

4. **Effect of Amendment**. This Amendment shall be effective as of June 1, 2025 (the "***Effective Date***").

5. **Counterparts/Facsimile Execution**. This Amendment may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument. Any party may transmit its signature to this Amendment by facsimile transmission or electronic mail, and such facsimile transmission or electronic mail shall be deemed an original ink signature for all purposes.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment effective as of the Effective Date.

SUBLANDLORD:

LAUNCHPAD DEVELOPMENT THREE NASHVILLE, LLC,
a Delaware limited liability company

By_____
_____,
Manager

SUCCESSOR SUBTENANT:

ROCKETSHIP EDUCATION TENNESSEE,
a Tennessee nonprofit corporation

By:_____
Name:_____
Title: _____

ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 8(A) **Subject:** Approve the Prop 28 Annual Report for Fiscal Year 2024-2025 for all thirteen California Rocketship schools	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education ("RSED") Board of Directors ("RSED-Board") approve the Prop 28 Annual Report for Fiscal Year 2024-2025 for all Rocketship CA schools.

This approval is a necessary step to continue receiving the Prop 28 funds.

Background:

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023-24.

Arts education can include (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.

As a requirement of receiving these funds, LEAs must complete an annual report approved by their board in May of each year. In 2024-2025 Rocketship is projected to expend approximately $634K of the funds across 10 out of the 13 CA schools. Rocketship is planning to use the funds in all 13 CA schools in the 2025-2026 school year.

Summary of Previous Board Action by Board:
On May 29, 2024 the RSED-Board approved the Prop 28 Annual Report for Fiscal Year 2023-2024 for all thirteen California Rocketship schools.

Fiscal Impact:
Approximately $634K of the funds were expended across 10 out of the 13 CA schools.

Submitted by:
Karina Pacheco, Grants Specialist
Krystle Onibokun, Director of Finance - Grants Management

Proposition 28: Arts and Music in Schools Funding Annual Report

Fiscal Year 2024-25

Name: Rocketship Mosaic Elementary
CDS Code: 4369450-0123299
Charter School Number: 1192
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 2024–25 school year, Prop 28 funds are being used for: STEAM teachers and the HelloWorld curriculum. The program ensures students have access to high-quality, standards-aligned arts education during the regular school day. This program reflects our commitment to enriching the whole child through consistent and engaging arts instruction.

2. Number of full-time equivalent teachers (certificated).	1.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	528
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	6/11/2025 12:00:00 AM

Annual Report Data URL

https://www.rocketshipschools.org/wp-content/uploads/2024/12/RS_YIR_2023-24_National_DIGITAL.pdf

Submission Date 5/28/2025 3:24:37 PM

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2024-25

Name: Rocketship Academy Brilliant Minds
CDS Code: 4310439-0125781
Charter School Number: 1393
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 2024–25 school year, Prop 28 funds are being used for: STEAM teachers and the HelloWorld curriculum. The program ensures students have access to high-quality, standards-aligned arts education during the regular school day. This program reflects our commitment to enriching the whole child through consistent and engaging arts instruction.

2. Number of full-time equivalent teachers (certificated).	1.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	500
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	6/11/2025 12:00:00 AM

Annual Report Data URL

https://www.rocketshipschools.org/wp-content/uploads/2024/12/RS_YIR_2023-24_National_DIGITAL.pdf

Submission Date	5/28/2025 3:34:15 PM

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2024-25

Name: Rocketship Alma Academy
CDS Code: 4310439-0125799
Charter School Number: 1394
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 2024–25 school year, Prop 28 funds are being used for: STEAM teachers and the HelloWorld curriculum. The program ensures students have access to high-quality, standards-aligned arts education during the regular school day. This program reflects our commitment to enriching the whole child through consistent and engaging arts instruction.

2. Number of full-time equivalent teachers (certificated).	1.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	532
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	6/11/2025 12:00:00 AM

Annual Report Data URL

https://www.rocketshipschools.org/wp-content/uploads/2024/12/RS_YIR_2023-24_National_DIGITAL.pdf

Submission Date	5/28/2025 3:42:53 PM

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2024-25

Name: Rocketship Mateo Sheedy Elementary
CDS Code: 4310439-0113704
Charter School Number: 850
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 2024–25 school year, Prop 28 funds are being used for: STEAM teachers and the HelloWorld curriculum. The program ensures students have access to high-quality, standards-aligned arts education during the regular school day. This program reflects our commitment to enriching the whole child through consistent and engaging arts instruction.

2. Number of full-time equivalent teachers (certificated).	1.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	44
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	6/11/2025 12:00:00 AM

Annual Report Data URL

https://www.rocketshipschools.org/wp-content/uploads/2024/12/RS_YIR_2023-24_National_DIGITAL.pdf

Submission Date	5/28/2025 3:45:45 PM

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2024-25

Name: Rocketship Futuro Academy
CDS Code: 07-61754-0134072
Charter School Number: 1805
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 2024–25 school year, Prop 28 funds are being used for: STEAM teachers and the HelloWorld curriculum. The program ensures students have access to high-quality, standards-aligned arts education during the regular school day. This program reflects our commitment to enriching the whole child through consistent and engaging arts instruction.

2. Number of full-time equivalent teachers (certificated).	1.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	669
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	6/11/2025 12:00:00 AM

Annual Report Data URL

https://www.rocketshipschools.org/wp-content/uploads/2024/12/RS_YIR_2023-24_National_DIGITAL.pdf

Submission Date	5/28/2025 3:48:50 PM

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2024-25

Name: Rocketship Delta Prep
CDS Code: 07-61648-0137430
Charter School Number: 1965
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 2024–25 school year, Prop 28 funds are being used for: STEAM teachers and the HelloWorld curriculum. The program ensures students have access to high-quality, standards-aligned arts education during the regular school day. This program reflects our commitment to enriching the whole child through consistent and engaging arts instruction.

2. Number of full-time equivalent teachers (certificated).	1.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	540
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	6/11/2025 12:00:00 AM

Annual Report Data URL

https://www.rocketshipschools.org/wp-content/uploads/2024/12/RS_YIR_2023-24_National_DIGITAL.pdf

Submission Date	5/28/2025 3:50:55 PM

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2024-25

Name: Rocketship Si Se Puede Academy
CDS Code: 4310439-0119024
Charter School Number: 1061
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 2024–25 school year, Prop 28 funds are being used for: STEAM teachers and the HelloWorld curriculum. The program ensures students have access to high-quality, standards-aligned arts education during the regular school day. This program reflects our commitment to enriching the whole child through consistent and engaging arts instruction.

2. Number of full-time equivalent teachers (certificated).	1.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	58
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	6/11/2025 12:00:00 AM

Annual Report Data URL

https://www.rocketshipschools.org/wp-content/uploads/2024/12/RS_YIR_2023-24_National_DIGITAL.pdf

Submission Date	5/28/2025 3:52:23 PM

Proposition 28: Arts and Music in Schools Funding Annual Report

Fiscal Year 2024-25

Name: Rocketship Spark Academy
CDS Code: 4369450-0128108
Charter School Number: 1526
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 2024–25 school year, Prop 28 funds are being used for: STEAM teachers and the HelloWorld curriculum. The program ensures students have access to high-quality, standards-aligned arts education during the regular school day. This program reflects our commitment to enriching the whole child through consistent and engaging arts instruction.

2. Number of full-time equivalent teachers (certificated).	1.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	546
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	6/11/2025 12:00:00 AM

Annual Report Data URL

https://www.rocketshipschools.org/wp-content/uploads/2024/12/RS_YIR_2023-24_National_DIGITAL.pdf

Submission Date 5/28/2025 3:25:06 PM

Proposition 28: Arts and Music in Schools Funding Annual Report

Fiscal Year 2024-25

Name: Rocketship Rising Stars
CDS Code: 4310439-0133496
Charter School Number: 1778
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

No Prop 28 arts education programs were funded during the 2024-25 academic year.

2. Number of full-time equivalent teachers (certificated).	0.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	0
6. Number of school sites providing arts education.	0
Date of Approval by Governing Board/Body	6/11/2025 12:00:00 AM

Annual Report Data URL

https://www.rocketshipschools.org/wp-content/uploads/2024/12/RS_YIR_2023-24_National_DIGITAL.pdf

Submission Date 5/29/2025 8:48:37 AM

Proposition 28: Arts and Music in Schools Funding Annual Report

Fiscal Year 2024-25

Name: Rocketship Discovery Prep
CDS Code: 4310439-0123281
Charter School Number: 1193
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

No Prop 28 arts education programs were funded during the 2024-25 academic year.

2. Number of full-time equivalent teachers (certificated).	0.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	0
6. Number of school sites providing arts education.	0
Date of Approval by Governing Board/Body	6/11/2025 12:00:00 AM

Annual Report Data URL

https://www.rocketshipschools.org/wp-content/uploads/2024/12/RS_YIR_2023-24_National_DIGITAL.pdf

Submission Date 5/29/2025 8:57:46 AM

Proposition 28: Arts and Music in Schools Funding Annual Report

Fiscal Year 2024-25

Name: Rocketship Fuerza Community Prep
CDS Code: 4310439-0131110
Charter School Number: 1687
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 2024–25 school year, Prop 28 funds are being used for: STEAM teachers. The program ensures students have access to high-quality, standards-aligned arts education during the regular school day. This program reflects our commitment to enriching the whole child through consistent and engaging arts instruction.

2. Number of full-time equivalent teachers (certificated).	1.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	230
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	6/11/2025 12:00:00 AM

Annual Report Data URL

https://www.rocketshipschools.org/wp-content/uploads/2024/12/RS_YIR_2023-24_National_DIGITAL.pdf

Submission Date 5/29/2025 9:02:18 AM

Proposition 28: Arts and Music in Schools Funding Annual Report

Fiscal Year 2024-25

Name: Rocketship Los Suenos Academy
CDS Code: 4310439-0120642
Charter School Number: 1127
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 2024–25 school year, Prop 28 funds are being used for: STEAM teachers. The program ensures students have access to high-quality, standards-aligned arts education during the regular school day. This program reflects our commitment to enriching the whole child through consistent and engaging arts instruction.

2. Number of full-time equivalent teachers (certificated).	1.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	150
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	6/11/2025 12:00:00 AM

Annual Report Data URL

https://www.rocketshipschools.org/wp-content/uploads/2024/12/RS_YIR_2023-24_National_DIGITAL.pdf

Submission Date 5/29/2025 9:11:17 AM

Proposition 28: Arts and Music in Schools Funding Annual Report

Fiscal Year 2024-25

Name: Rocketship Redwood City
CDS Code: 4169005-0132076
Charter School Number: 1736
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 2024–25 school year, Prop 28 funds are being used for: STEAM teachers. The program ensures students have access to high-quality, standards-aligned arts education during the regular school day. This program reflects our commitment to enriching the whole child through consistent and engaging arts instruction.

2. Number of full-time equivalent teachers (certificated).	1.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	150
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	6/11/2025 12:00:00 AM

Annual Report Data URL

https://www.rocketshipschools.org/wp-content/uploads/2024/12/RS_YIR_2023-24_National_DIGITAL.pdf

Submission Date 5/29/2025 9:15:07 AM

ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 8(B) **Subject:** Approve 2025-26 Education Protection Account Fund Budget Spending Plans for Rocketship Mateo Sheedy, Rocketship Si Se Puede, Rocketship Los Suenos, Rocketship Mosaic, Rocketship Discovery Prep, Rocketship Brilliant Minds, Rocketship Alma, Rocketship Spark, Rocketship Fuerza, Rocketship Rising Stars, Rocketship Redwood City Prep, Rocketship Futuro, and Rocketship Delta Prep	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education ("RSED") Board of Directors ("RSED-Board") approve the 2025-26 Education Protection Account ("EPA") Fund Budget Spending Plans for all thirteen California Rocketship schools.

Approval of the EPA Budget Spending Plans will allow the schools to continue receiving this ongoing revenue stream in support of our students and staff.

Background:

California's Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012, temporarily increases the state's sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The revenues generated from Proposition 30 are deposited into a state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement. LEAs will receive EPA payments quarterly during the 2025-26 Fiscal Year.

Proposition 30 provides that all K-12 local agencies have the sole authority to determine how the funds received from the EPA are spent, though prohibits the funds being spent on administrative costs. The LEA's spending plan must be approved by the governing board during a public meeting.

The plans put forth for approval today show how the EPA funds will be used for each of Rocketship's California schools. The funds are budgeted to be used to cover salary and benefits of non-administrative certificated staff, specifically Classroom Teachers.

Summary of Previous Board Action by Board:
On March 5, 2025 the RSED-Board approved the 2024-2025 Education Protection Account Fund Spending Plans for all Rocketship California schools.

Fiscal Impact:
The amount of EPA funds received for each school can be found in the accompanying attachment.

Submitted by:
Terry Holmes, Director, Finance

Rocketship Education
2025-2026 Education Protection Account (EPA) Budget Spending Plan

Proposition 30, *The Schools and Local Public Safety Protection Act of 2012,* approved by the voters on November 6, 2012, temporarily increases the states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The revenues generated from Proposition 30 are deposited into a state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement. LEAs will receive EPA payments quarterly during the 2025-26 Fiscal Year.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

The spending plan must be approved by the governing board during a public meeting.

EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs.

Each year, the local agency must publish on its website an accounting of how much money was received from EPA and how the funds were expended.

Rocketship Education's estimate of 2025-2026 EPA Entitlement per estimated 2025-2026 ADA is $3,326,453.

This total is comprised of the following amounts by school:

Rocketship Mateo Sheedy Elementary (CDS # 43 10439 0113704)	$90,221
Rocketship Si Se Puede Academy (CDS # 43 10439 0119024)	$378,912
Rocketship Los Suenos Academy (CDS # 43 10439 0120642)	$463,451
Rocketship Mosaic Elementary (CDS # 43 69450 0123299)	$825,360
Rocketship Discovery Prep (CDS # 43 10439 0123281)	$113,367
Rocketship Brilliant Minds (CDS # 43 10439 0125781)	$760,863
Rocketship Alma Academy (CDS # 43 10439 0125799)	$100,500
Rocketship Spark Academy (CDS # 43 69450 0128108)	$101,071
Rocketship Fuerza Community Prep (CDS #43 10439 0131110)	$95,551
Rocketship Redwood City Community Prep (CDS #43 69005 0132076)	$54,574
Rocketship Rising Stars Academy (CDS #43 10439 0133496)	$115,727
Rocketship Futuro Academy (CDS #07 77024 0134072)	$127,462
Rocketship Delta Prep (CDS #07 61648 0137430)	$99,396

EPA funds are budgeted to be used to cover salary and benefits of non-administrative certificated staff, specifically Classroom Teachers.

Rocketship Charter Schools Education Protection Account (EPA) Spending Determination*
Estimated expenditures July 1, 2025 - June 30, 2026
Resource 1400 Education Protection Account

		Total	RMS	RSSP	RLS	ROMO	RDP	RBM	RSA	RSK	RFZ	RRWC	RRS	RFA	RDL
Description	**Object Codes**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**
AMOUNT AVAILABLE FOR THIS FISCAL YEAR															
Local Control Funding Formula Sources	8010-8099	3,326,453.24	90,221.16	378,912.00	463,451.00	825,360.00	113,366.72	760,863.00	100,499.52	101,070.54	95,550.68	54,574.14	115,726.72	127,461.56	99,396.20
Federal Revenue	8100-8299	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other State Revenue	8300-8599	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Local Revenue	8600-8799	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL AVAILABLE		3,326,453.24	90,221.16	378,912.00	463,451.00	825,360.00	113,366.72	760,863.00	100,499.52	101,070.54	95,550.68	54,574.14	115,726.72	127,461.56	99,396.20
EXPENDITURES AND OTHER FINANCING USES															
Certificated Salaries	1000-1999	3,326,453.24	90,221.16	378,912.00	463,451.00	825,360.00	113,366.72	760,863.00	100,499.52	101,070.54	95,550.68	54,574.14	115,726.72	127,461.56	99,396.20
Classified Salaries	2000-2999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Employee Benefits	3000-3999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books and Supplies	4000-4999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Services, Other Operating Expenses	5000-5999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Outlay	6000-6599	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Direct Support/Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		3,326,453.24	90,221.16	378,912.00	463,451.00	825,360.00	113,366.72	760,863.00	100,499.52	101,070.54	95,550.68	54,574.14	115,726.72	127,461.56	99,396.20
BALANCE (Total Available minus Total Expenditures and Othe		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

*Estimated EPA Spending based on 2025-26 estimated EPA Entitlement per the January 2025 LCFF calculator (v25.2b). Actual amount and expenses may be different than stated. Per Proposition 30 and as extended by Proposition 55, EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

Rocketship Mateo Sheedy Elementary (CDS # 43 10439 0113704)
Estimated expenditures July 1, 2025 - June 30, 2026
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	90,221.16
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		90,221.16
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	90,221.16
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		90,221.16
BALANCE (Total Available minus Total Expenditures and Other		0.00

Rocketship Si Se Puede Academy (CDS # 43 10439 0119024)
Estimated expenditures July 1, 2025 - June 30, 2026
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	378,912.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		378,912.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	378,912.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		378,912.00
BALANCE (Total Available minus Total Expenditures and Other		0.00

Rocketship Los Suenos Academy (CDS # 43 10439 0120642)
Estimated expenditures July 1, 2025 - June 30, 2026
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	463,451.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		463,451.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	463,451.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		463,451.00
BALANCE (Total Available minus Total Expenditures and Other		0.00

Rocketship Mosaic Elementary (CDS # 43 69450 0123299)
Estimated expenditures July 1, 2025 - June 30, 2026
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	825,360.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		825,360.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	825,360.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		825,360.00
BALANCE (Total Available minus Total Expenditures and Other		0.00

Rocketship Discovery Prep (CDS # 43 10439 0123281)
Estimated expenditures July 1, 2025 - June 30, 2026
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	113,366.72
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		113,366.72
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	113,366.72
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		113,366.72
BALANCE (Total Available minus Total Expenditures and Other		0.00

Rocketship Brilliant Minds (CDS # 43 10439 0125781)
Estimated expenditures July 1, 2025 - June 30, 2026
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	760,863.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		760,863.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	760,863.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		760,863.00
BALANCE (Total Available minus Total Expenditures and Other		0.00

Rocketship Alma Academy (CDS # 43 10439 0125799)
Estimated expenditures July 1, 2025 - June 30, 2026
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	100,499.52
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		100,499.52
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	100,499.52
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		100,499.52
BALANCE (Total Available minus Total Expenditures and Other		0.00

Rocketship Spark Academy (CDS # 43 69450 0128108)
Estimated expenditures July 1, 2025 - June 30, 2026
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	101,070.54
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		101,070.54
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	101,070.54
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		101,070.54
BALANCE (Total Available minus Total Expenditures and Other		0.00

Rocketship Fuerza Community Prep (CDS #43 10439 0131110)
Estimated expenditures July 1, 2025 - June 30, 2026
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	95,550.68
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		95,550.68
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	95,550.68
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		95,550.68
BALANCE (Total Available minus Total Expenditures and Other		0.00

Rocketship Redwood City Community Prep (CDS #43 69005 0132076)
Estimated expenditures July 1, 2025 - June 30, 2026
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	54,574.14
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		54,574.14
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	54,574.14
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		54,574.14
BALANCE (Total Available minus Total Expenditures and Other		0.00

Rocketship Rising Stars Academy (CDS #43 10439 0133496)
Estimated expenditures July 1, 2025 - June 30, 2026
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	115,726.72
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		115,726.72
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	115,726.72
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		115,726.72
BALANCE (Total Available minus Total Expenditures and Other		0.00

Rocketship Futuro Academy (CDS #07 77024 0134072)
Estimated expenditures July 1, 2025 - June 30, 2026
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	127,461.56
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		127,461.56
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	127,461.56
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		127,461.56
BALANCE (Total Available minus Total Expenditures and Other		0.00

Rocketship Delta Prep (CDS #07 61648 0137430)
Estimated expenditures July 1, 2025 - June 30, 2026
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	99,396.20
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		99,396.20
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	99,396.20
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		99,396.20
BALANCE (Total Available minus Total Expenditures and Other		0.00

ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 8(C) **Subject:** Review and approve Amended Fiscal Policies	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education ("RSED") Board of Directors ("RSED-Board") approve the Amended Rocketship Public Schools Fiscal Policies.

Background:

As part of our annual cycle of policy revisions, staff members are recommending several substantive changes to the Rocketship Fiscal Policy manual:

1. Clarifying the included and excluded revenue for management fee calculations: This was previously approved (in 2015) as a separate policy and is incorporated here for clarity and simplicity.
2. Clarifying that "contracting authority" levels extend to purchase orders and other pre-approvals to facilitate the new RAMP procurement platform.
3. Adding language around "Title 1 comparability" - this is done following one of Rocketship's compliance reviews.

Summary of Previous Board Action by Board:
On August 28, 2024 the RSED-Board approved the Revised Rocketship Fiscal Policies.

Fiscal Impact:
None

Submitted by:
Ben Carson, Chief Financial Officer

Rocketship Public Schools

Fiscal Policies
Revised and Approved
June 2025

ROCKETSHIP
PUBLIC SCHOOLS

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PUBLIC SCHOOLS

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ROCKETSHIP
PUBLIC SCHOOLS

Introduction

The Governing Board of Rocketship Education (also known as Rocketship Public Schools, and hereinafter the "RPS Board") has reviewed and adopted the following fiscal policies to ensure the most effective use of the funds of RPS to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately.

Purpose of the Policies

As stewards of funds, both public and private, intended to further students' education and achievement, all RPS personnel are responsible for adhering to and abiding by the outlined fiscal policies.

The fiscal policies shall document the financial operations of the Organization. Its primary purpose is to ensure that assets are safeguarded, that financial statements are in conformity with Generally Accepted Accounting Principles (GAAP), and that finances are managed with responsible stewardship.

Amending the Policies

This document contains the essential fiscal policies of RPS. From time to time, as additional matters require, or as changes to the policies are appropriate, management of RPS will propose amendments to the policies for review and approval by the RPS Board. The Board must approve any changes to the fiscal policies.

ROCKETSHIP
PUBLIC SCHOOLS

1.0 Accounting Standards

1.1 Basis of Accounting

Generally Accepted Accounting Principles
The accounting procedures used by the organization shall conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards.

Basis of Accounting
The organization will maintain financial reports throughout the fiscal year on an accrual-basis of accounting.

Fiscal Year
The RPS fiscal year is July 1-June 30.

1.2 Accounting Processes

1.21 Bank Reconciliations

Bank reconciliation and approval will occur on a monthly basis.

1.22 Stale Check Policy

Outstanding checks not cashed within 180 days are written off and a notice letter is sent to the payee.

Payees are encouraged to deposit or cash checks within 90 days of the issuance date. Payees will be contacted for any checks that have not yet been cashed after 90 days after the issuance date. Checks will be voided on or before 180 days after the issuance date.

1.23 Monthly Close

The Accounting team seeks to close all RPS books no later than 15 business days after the end of the month.

1.24 Financial Reporting

The Finance and Accounting teams prepare financial reports for the purpose of monitoring RPS's financial health, performance against budget, and adherence to fiscal policies. Financial statements and performance against budget reports will be reviewed by the CFO and/or CEO on a monthly basis. They will be reviewed by the Business Committee of the Board of Directors on a quarterly basis.

1.25 Audit

The RPS Board will contract with a qualified independent certified public accounting firm to conduct an audit of the organization's financial statements in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, and, if applicable, the *U.S Office of Management and Budget's Circular A-133.* The selected audit firm must be familiar with these standards, related State of California and Charter School regulations, and the *Standards and Procedures for Audits of California K-12 Local Education Agencies* Audit Guide (which can be found at http://eaap.ca.gov/audit-guide/current-audit-guide-booklet/), in order to properly conduct the audit engagement. Further, the auditor must be selected from the State Controller's list of approved auditors for Local Education Agencies.

The RPS Board will approve and appoint the independent auditor. RPS Board reviews auditing firms every three (3) years but is not required to make any changes. After six consecutive fiscal years, the organization will contract with a new audit firm or require a change/rotation in audit partners in the seventh year, unless a waiver is obtained from the Educational Audit Appeals Panel. (Education Code 41020).

Audit Committee

The RPS Board will appoint an Audit Committee of one or more persons. The Audit Committee may not include any members of the staff of the corporation, including the president or CEO or the treasurer or CFO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.

The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor. Further, the Audit Committee will evaluate the auditor relationship and make recommendations to the Board regarding auditor selection or renewal.

The RPS Board will review and approve the audit no later than December 15.

1.26 Tax Compliance

Exempt Organization Returns

The RPS Board will contract with an external party to conduct the annual financial audit will prepare the annual Federal Form 990 and the California Form 199. The tax forms are to be filed no later than May 15 of each year unless otherwise extended. Note that there are, at times, special circumstances which may extend the filing date past May 15.

2.0 Internal Controls

The Finance and Accounting teams safeguard RPS's assets, implement management's internal policies, comply with applicable state and federal laws and regulations, and produce timely and accurate financial information. Further, as a publicly supported entity, RPS has additional responsibilities to ensure the public's confidence in and the integrity of our schools' activities.

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2.1 Conflict of Interest

RPS has implemented a Conflict of Interest Policy to protect RPS's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

2.2 Lines of Authority

Board of Directors Authority

The board of directors shall have the sole authority to:

- Approve the fiscal policies and delegate administration of the policies to the Chief Executive Officer (CEO).
- Approve the opening and closing of bank accounts and the list of authorized signers and the organization address on record.
- Approve all third-party loans.
- Approve the annual budget.
- Review annual and quarterly financial statements, and budget-to-actual variance analysis.
- Conduct a review of the CEO's performance annually and establish their salary.
- Commission the annual financial audit by an independent third party auditor approved by the State of California.
- Approve the annual financial audit by December 15.
- Designate another officer to perform the duties of the CEO in the case of absence.

Financial Responsibilities and Accountability Summary:

Role	Responsibilities	Accountability
Governing Board	• Approve annual budget submitted by CFO • Review financials on a quarterly basis • Contract for audit annually • Approves intercompany and intracompany grants and loans, including management fee deferrals	• Hold CEO/CFO accountable for financial management and for staying within budget • Review CEO performance and set compensation
CEO/CFO	• Create annual organizational budget • Monitor to stay within approved budget • Fiscal management, training and oversight	• Hold budget owners accountable for staying within budget and for execution of fiscal policies

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Role	Responsibilities	Accountability
CFO	● Responsible for all oversight of RPS's financial management and planning for its ongoing sustainability ● Develop the annual budget ● Oversee the Business Team and responsibility for all functions that fall within the department. ● Ensure adequate internal control and segregation of duties ● Cash flow management ● Structure and negotiate loans/bonds	● Oversees the adherence to all internal controls.
National Leadership Team	● Create departmental budgets ● Monitor to stay within approved budget	● Hold team accountable for staying within budget, and for execution of fiscal policies
EDs	● Create regional budgets	● Hold principals accountable for staying within budget, and for execution of fiscal policies
Principals	● Create school budget ● Monitor to stay within approved campus budget ● Fiscal management and oversight at a school level	● Hold team accountable for staying within budget, and for execution of fiscal policies

2.2 Segregation of Duties

The organization's financial duties shall be distributed among multiple people to help ensure protection from fraud and error. The distribution of duties aims for maximum protection of the organization's assets while also considering efficiency of operations.

To properly segregate duties, invoice approval, payment, check signing, and contracting authority is subject to the following thresholds:

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Contracting Authority requirement	**Value**	**Regional Contracts * (entered into by regional entities)**	**National Contracts**
Contract's price or reasonable value	up to 5K	Associate Director	Associate Director
	up to 10K	Director, Schools or AD/Director of Operations	Director
	10K < 25K	Senior Director/VP	Senior Director/VP
	25K <50K	Executive Director	Chief-level Officer (e.g. Chief People Officer) Launchpad Executive Director
	50K < 100K	CEO or CFO	CEO or CFO
	100K<500K	CEO and CFO	CEO and CFO
	500K<1M	CEO or CFO AND Board Chair or Chair of Finance Committee	CEO or CFO AND Board Chair or Chair of Finance Committee
	>$1M	Board of Directors or Business Committee	Board of Directors or Business Committee or Executive Committee
All Real Estate Leases 3+ years	*Regardless of value*	CEO or CFO with board approval	CEO or CFO with board approval

*Regional boards grant authority to the CEO and CFO for approvals.

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Invoice/Payment Approval	Value	Regional Invoices/Payments/Transfers/Wires (entered into by regional entities)*	National Invoice/Payments/Transfers/Wires
	up to 5K	Principal or AD	AD
	up to 10K	Director, Schools or AD/Director of Operations	Director
	10K < 25K	ED	Senior Director/VP
	25K <50K	ED	Chief or General Counsel Launchpad Executive Director
	50K < 100K	CEO or CFO	CEO or CFO
	100K<500K	CEO and CFO	CEO and CFO
	500K<1M	CEO or CFO AND Board Chair or Chair of Finance Committee	CEO or CFO AND Board Chair or Chair of Finance Committee
	>$1M	Board of Directors or Business Committee	Board of Directors or Business Committee or Executive Committee

*Regional boards grant authority to the CEO and CFO for approvals.

Approval authority can be delegated to another member of the RPS Leadership Team in the event that one of the approvers is out of the office. In the event that the CEO or CFO is not available, the Board Chair or Chair of the Business Committee may approve in their place.

2.3 Record Keeping

Financial records will be retained for a minimum of seven years or as outlined in tables below. This policy is designed to ensure compliance with federal and state laws and regulations, to eliminate inadvertent destruction of records and to facilitate RPS's operations.

Document Retention Schedule

The following types of documents will be retained for the following periods of time. At least one copy of each document will be retained according to the following schedule. Electronic copies suffice unless a hard copy is required by law.

Corporate Records

Article of Incorporation to apply for corporate status	Permanent
IRS Form 1023 (in the USA) to file for tax-	Permanent

exempt and/or charitable status:	
Bylaws	Permanent
State Application for Tax Exempt Status (Form 3500)	Permanent
Letter of Determination (for example, from the IRS in the USA or the state) granting tax exempt and/or charitable status	Permanent
Board Policies	Permanent
Resolutions	Permanent
Board and Committee Meeting agendas and minutes	Permanent
Sales Tax Exemption Documents	Permanent
Tax or employee ID Number Designation	Permanent
Annual Corporate Filings	Permanent

Financial Records

Chart of Accounts	Permanent
Fiscal Policies	Permanent
Audits	Permanent
Financial Statements	Permanent
General Ledger	Permanent
Check Registers/Books	7 years
Business Expenses Docs	7 years
Bank Deposit Slips (or equivalent retained by financial institutions)	7 years
Cancelled Checks (or equivalent retained by financial institutions)	7 years
Invoices	7 years
Investment Records (deposit, earning, withdrawals)	7 years
Property/asset inventories	7 years
Petty cash receipts /documents	7 years

Credit card receipts	7 years

Tax Records

Annual Tax Filing for the organization (IRS Form 990 in the USA)	Permanent
FTB Annual Form 199	Permanent
Payroll Registers	Permanent
Filings of fees paid to professionals (IRS Form 1099 in the USA)	7 years
Payroll tax withholdings	7 years
Earnings records	7 years
Payroll tax returns	7 years
W-2 statements	7 years

Personnel Records

Document	**Time Period**
Recruitment, Hiring and Job Placement Records ● Job applications ● Resumes ● Letters of recommendation ● Other job inquiries sent to the Charter School ● Job advertisements/postings ● Results of non-medical pre-employment tests ● Offers of employment ● Employment agreements ● Signed pre-employment disclosures (employee handbook acknowledgment, complaint procedures, etc.) ● Employee training (harassment prevention, mandated reporting, etc.) ● Employee certificates, credentials, licenses, and other evidence of qualifications ● Evidence of criminal background check	3 years after separation, or for the duration of any claim or litigation regarding hiring practices
Employee Performance and Other Personnel Records ● Job descriptions ● Training and testing ● Performance goals ● Performance evaluations ● Written feedback and commendations ● Promotions and demotions	3 years after separation

• Letters of reprimand and discipline • Performance Improvement Plans • Termination, resignation, lay-offs, etc. • Notices and letters	
Employee Medical Leave Records (PDL, FMLA, CFRA, etc.) * • Requests for leave • Health care provider notes • Leave calculations • Records of disputes regarding leave • Employee benefits related to leave • Leave policies	3 years after separation * Records that contain employee confidential medical information should be retained in a separate, secure file.
Employee Wage Records • Employment agreements • Wage rates and calculations • Shift schedules (hours and days) • Time cards • Individual calculations for absences, sick days, vacation days, etc. • Itemized wage statements/pay stubs	3 years after separation Note: If a record is both a wage record and a payroll record, follow the longer retention period.
Employee Payroll Records • Employee name, address, age, and occupation • Individual wage records • Regularly hourly rate • Hours worked (daily/weekly) • Weekly overtime earnings • Daily and weekly straight time earnings • Deductions from or additions to wages • Wages paid each pay period • Pay dates and pay periods • Unemployment Insurance Records	4 years, generally
Employment Eligibility (I-9 Forms)	The later of (a) 1 year after separation, or (b) 3 years from date of hire.
Employee Health Records* • First-aid records • Job injuries (causing loss of work time) • Drug and alcohol test records	5 years after separation * Records that contain employee confidential medical information should be retained in a separate, secure file.

Employee Workers' Compensation Records • Copies of claim forms • Reports of occupational injury or illness • Letters of denial of benefits • Reports to the Division of Workers' Compensation • Benefits paid • Estimates of future benefits • Applications to the Workers' Compensation Appeals Board • Orders and Awards of the Workers' Compensation Appeals Board	5 years after date of injury and 2 years after claim has been closed. * Records that contain employee confidential medical information should be retained in a separate, secure file.
Employee Benefit Records • Benefits elections • Beneficiary designations • Eligibility determinations • COBRA notices • Summary plan descriptions • Other welfare benefit plan information (life, health, disability, long-term care, post-retirement medical)	6 years after separation, but not less than 1 year following a plan termination. * Records required to determine retirement benefits, including 401(k) and similar plans, must be kept indefinitely.
Note: For simplicity, RPS may choose to keep the majority of an employee's personnel file and other records for the duration of employment plus seven (7) years. This time period covers nearly every law, with the exception of three (3) types of records, as outlined above, that must be removed from a file before it is disposed of and retained for a longer duration: Pension and welfare plan information (6 years) First aid records of job injuries causing loss of work time (5 years) Safety and toxic or chemical exposure records, including safety data sheets (30 years)	

Insurance Records

Property Insurance Policy	Permanent
Directors and Officers Insurance Policy	Permanent
Workers' Compensation Insurance Policy	Permanent
General Liability Insurance Policy	Permanent
Insurance Claims Applications	Permanent
Insurance Disbursements/ Denials	Permanent

Contracts

All insurance Contracts	Permanent
Employee Contracts	7 years after termination
Construction Contracts	Permanent
Legal Correspondence	Permanent
Loan/mortgage and Real Estate Documents	Permanent
Leases/Deeds	Permanent
Vendor Contracts	7 years from completion or conclusion of service
General and all other Contracts	7 years from completion or conclusion of service

Donations / Funder Records

Grant Dispersal Contract and any related documents	Permanent
Donor Lists	7 years
Grant Applications	7 years
Donor Tax Letters	7 years

Management Plans and Procedures

Strategic Plan	7 years
Staffing, programs, marketing, finance, fundraising and evaluation plans	7 years
Vendor Contracts	7 years
Disaster Recovery Plan	7 years

2.4 Gift Acceptance

Purpose

As a not-for-profit organization exempt as a public charity under Section 501(c)(3) of the Internal Revenue Code, Rocketship Public Schools encourages the solicitation and acceptance of gifts for purposes that will assist Rocketship Public Schools to further and fulfill its mission.

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The purpose of this Policy is to govern the acceptance of gifts by Rocketship Public Schools and to provide guidance to the Board, the CEO, and prospective donors when making gifts to Rocketship Public Schools. The provisions of this Policy shall apply to all gifts received by Rocketship Public Schools for any of its schools, programs or services, and to the acceptance of gifts made to Rocketship Public Schools or for the benefit of any of its schools or programs.

Restrictions on Gifts

Rocketship Public Schools will accept unrestricted gifts, and gifts for specific schools, programs and purposes, provided that such gifts are consistent with Rocketship Public Schools' mission, purposes, and priorities. Rocketship Public Schools will not accept gifts that are too restrictive in purpose. Gifts that are too restrictive are those that violate the charitable and educational trust of Rocketship Public Schools, or that are accompanied by an improper economic benefit to the donor or vest the donor with inappropriate control or influence. When practicable, restricted monetary or other gifts should be accepted with formal caveat acknowledged by donor that it may be converted to unrestricted if the donor's intended restriction cannot be met or is no longer in best interest of RPS.

Use of Legal Counsel and Other Professional Assistance

Rocketship Public Schools shall seek the advice of legal counsel or other professional advisors (such as an accountant, financial advisor or professional money manager) when appropriate and as recommended in this Policy relating to the acceptance of certain types of gifts. Generally, Rocketship Public Schools shall seek the advice of legal counsel in all matters pertaining to the acceptance of any gift which may have adverse legal, ethical (including a potential conflict of interest), or other consequence of concern to Rocketship Public Schools.

All prospective donors shall be urged and encouraged by Rocketship Public Schools to seek and secure the assistance of independent legal, tax and financial advisors in matters relating to their gifts and the resulting tax and estate planning implications. Rocketship Public Schools shall not pay the legal fees or any professional fees of the donor in connection with a gift to Rocketship Public Schools. Rocketship Public Schools shall not provide any opinion, statement or recommendation to the donor as to the tax deductibility of the gift or as to any tax consequences or tax implications of the gift that may affect the donor.

It shall be the responsibility of the donor to secure an appraisal of property where required by RPS. The donor shall pay any fees associated with securing such appraisal.

Types of Gifts

The following types of gifts are generally acceptable:

1. Cash Donations
2. Testamentary Bequests
3. Charitable Remainder Trusts
4. Charitable Lead Trusts
5. Tangible Personal Property
6. Life Insurance/Life Insurance Beneficiary Designations
7. Retirement Plan Beneficiary Designations
8. Securities

9. Real Estate

The following types of gifts are generally not acceptable:

1. Charitable gift annuities
2. Pooled income funds

Valuation of Gifts

Rocketship Public Schools shall record a gift received by Rocketship Public Schools at its valuation for gift purposes on the date of gift and in accordance with Generally Accepted Accounting Principles (GAAP).

IRS Filing Upon Sale of Gift

Rocketship Public Schools is responsible for filing IRS Form 8282 upon the sale or disposition of any non-cash donated property sold by Rocketship Public Schools within three years of receipt where the charitable deduction value of the item was $5,000.00 or greater. Rocketship Public Schools must file such form within IRS-required timelines. The Chief Financial Officer shall be responsible for the recordation and filing of this form to the IRS.

Written Acknowledgment of Gifts and Contributions

Rocketship Public Schools will provide written acknowledgement of all gifts in compliance with the current IRS requirements. The Chief Financial Officer shall be responsible for ensuring compliance with IRS requirements regarding acknowledgments. Under no circumstance shall RPS accept a donation of any real property interest without advice of legal counsel and RPS Board approval. The RPS Board recognizes the risks associated with acceptance of real estate.

3.0 Financial Management

3.1 Budgeting Process

The CFO will prepare an annual budget and multi-year forecast each year for presentation to the board of directors. The preliminary annual budget is to be reviewed and approved by the RPS Board prior to the start of each fiscal year. During the first quarter of the fiscal year, the CFO will prepare updates to the budget based on the latest information on enrollment, funding sources, staffing, and operational costs. The RPS Board will review and approve this updated budget, which will be used for reporting purposes (e.g., tracking actual vs. budgeted CINA) for the remainder of the fiscal year.

The CFO will work together with national and regional leadership to ensure that the annual budget is an accurate reflection of RPS's strategic priorities, programmatic and infrastructure goals for the coming year. The CFO's budget proposal will include any significant capital expenditure projects (significant is defined as over $500K), as well as any proposed intercompany or intracompany grants or loans, including management fee deferrals.

As part of the budget, the CFO will propose a target change in net assets ("CINA") for the national office and each region to meet strategic goals and/or comply with existing loan covenants.

3.2 Borrowing and Loaning Funds

The assumption of debt, including lines of credit or loans from banks and other financial lenders, shall be approved by the Board of Directors. Board authorization for a line of credit provides management with the discretion to draw on the line as needed. Management may establish lines of credit with suppliers as needed, without board approval, within the purchasing and contract approval thresholds detailed above.

The extension of credit by Rocketship, including all intercompany loans (e.g., to Rocketship Texas) shall be approved by the Board of Directors. Any intracompany (e.g., to Rocketship Wisconsin) loans or management fee deferrals which remain in effect across fiscal years shall be approved by the Board of Directors.

3.3 Operating Cash Reserves

The organization will ensure adequate cash balances to meet annual cash flow needs. The CFO will monitor the organization's cash balance and will report the cash balance to the CEO on a monthly basis and to the Business Committee of the Board on a quarterly basis.

It is the responsibility of the CEO and the Governing Board to understand the organization's cash situation and it is the responsibility of the CFO to prioritize payments as necessary to manage cash flow.

The RPS Board may restrict a portion of the operating cash reserve fund for strategic goals.

The RPS Board may develop an additional Operating Cash Reserve Policy to specify use of the Operating Cash Reserves.

3.4 Insurance

The organization will maintain adequate insurance with high quality insurers at all times for:

- General Liability
- Property
- Workers' Compensation
- Employment Practices
- Professional Liability
- Directors' and Officers' Coverage
- Other coverages required by charter authorizers
- Umbrella and student accident policies are considered prudent add-ons.

4.0 Revenue & Accounts Receivable

RPS receives funding from numerous state and federal sources. Some of these funding sources have specific limitations on how the funds can be spent, as well as how these expenditures must be recorded and reported to the granting authority. Restricted funds are awarded to RPS on the basis of a unique award from the respective state or federal agency. RPS staff should always consult the requirements for a particular grant or award before expending restricted funds.

4.1 Cash Receipts

Cash receipts (including check or cash payments received via mail or in person and deposits received via Electronic Fund Transfer) shall be recorded completely and accurately to prevent the misappropriation of assets. Further, cash collection, reconciliation, and deposit duties should be segregated to provide proper financial controls. No one person will participate in all actions associated with cash receipts.

RPS schools regularly collect cash for meal bills, fundraisers, field trips, uniforms, and other purposes.

Cash collected at the school site is considered school revenue and must be accounted for accordingly. Cash may not be used as "petty cash" or otherwise spent before being reconciled and deposited.

Reconciliations and deposits must be completed per the instructions provided by the RPS Finance & Accounting Department.

Only Rocketship staff are permitted to handle cash and checks collected at a school site. Cash and checks must be kept at all times in a designated, secure, locked cabinet or safe. Only authorized school staff should have access to the locked cabinet or safe.

Schools must deposit cash and checks weekly. If no cash or checks have been collected that week, the school should submit a deposit form indicating that no cash/checks were collected. If for some reason a school cannot submit a weekly deposit, the school must inform the Regional Director of Operations.

Under no circumstances should cash remain at a school site for more than 10 school days. In TN, cash cannot remain at the school for more than 3 days.

5.0 Expense & Accounts Payable

5.1 Purchases & Procurement

RPS shall procure only those goods and services that are required to perform the mission and/or fill a bona fide need. Guiding the purchase of all goods and services will be: (a) price, (b) quality and (c) dependability. Particular vendors may be chosen for any one or any combination of

these factors In addition, RPS will take affirmative steps to assure that minority businesses and women's business enterprises, are used when possible. However, at all times, the selection of a particular good, service or vendor shall be with the intention of maintaining a top-quality school. When engaging in procurement activity, RPS staff shall aim to:

- Remain impartial in the selection process, focusing only on the merits of the supplier/contractor proposals and applicable related considerations such as delivery, quantity, etc.
- Make all purchases in the best interests of RPS and its funding sources.
- Obtain quality supplies and services needed for delivery at the time and place required.
- Buy from responsible, reputable, and dependable sources of supply.
- Obtain best value for all expenditures.
- Deal fairly and impartially with all vendors.
- Be above appearance of unethical behavior at all times; avoid any conflict of interest, related parties, or the appearance of a conflict of interest in school/supplier relationships.
- Follow the guiding principles of internal controls to minimize the risk of fraud, including appropriate segregation of duties and adherence to the school's policies covering authorization to enter into financial commitments.

Related Parties

All employees participating in the making of a contract and Board members must disclose relationships with known proposed or current vendors to determine whether the relationship should be considered a related party transaction. RPS applies the definition of "related party" used by the IRS regulation section 267(b), which includes immediate family members of and legal entities owned or controlled by the employee or board member. The CEO must review any potential related party transactions and has the right to request additional information (e.g., fair market value assessments) to determine whether the transaction is in the best interest of RPS. The CEO must disclose any related party transaction over $10,000 to the Board of Directors for review. If the related party transaction involves the CEO, the Board shall perform all pertinent due diligence procedures related to the transaction, including identification of alternatives to the transaction. The CEO should not participate in the Board's deliberation or action.

Contract Goods and Services

When and where possible, RPS will enter contracts for goods and services that specify in detail what is included and excluded from the scope of the contract, the agreed delivery, payment terms, and other standard contractual terms and legal protections. To the extent possible, contracts should provide for monthly payment, with at least 30 days from the date of the invoice to make payment. Contracts can be negotiated by a member of the Network Executive Team or their designee with the contracting amount thresholds described herein.

RPS requires completion of Form W-9 for all new vendors (except local, state or federal government entities) before payment can be initiated for the vendor. Information collected from the W-9 should include the vendor social security number or federal tax identification number, address and other pertinent contact information.

Competitive Contract Selection

When a product or service is to be purchased that is valued or priced at, or reasonably estimated

to be more than $25,000, the authorized decision maker shall make every reasonable effort to secure quotes and product specifications from at least two providers of the service or product or similar product or make other acceptable efforts to ensure that RPS is receiving the best value for the purchase. The authorized decision maker shall select from among these quotes and maintain evidence of the quotes and/or other information that informed the purchasing decision. Professional service contracts such as special education contracts are excluded from the requirement to seek multiple bids or proposals; however, nothing shall preclude RPS from seeking such multiple bids or proposals for these contracts. Additionally, furniture purchases may be excluded from the requirement to seek multiple bids when it is determined that a particular vendor offers a unique product that meets the quality and design specifications of RPS and the product price is judged to be reasonable based on comparisons of similar furniture from other vendors. In the event that bids are not obtained, the purchaser must provide a sole source justification. Notwithstanding the foregoing, adherence to local agency "piggyback" contract prices and procedures for goods contracts meets these requirements.

All procurement involving federal funds will be conducted in accordance with the Code of Federal Regulations, Title 34 (Education), Section 74, which states in part: "All procurement transactions shall be conducted in a manner to provide, to the maximum extent practical, open and free competition", or other law applicable to the funding source. RPS shall be alert to organizational conflicts of interest as well as noncompetitive practices among contractors that may restrict or eliminate competition or otherwise restrain trade. For federally funded purchases, in order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, invitations for bids or requests for proposals shall be excluded from competing for procurements. Awards must be made to the bidder or offeror whose bid or offer is responsive to the solicitation and is the best value to RPS, price, quality and other factors considered. Solicitations shall clearly establish all requirements that the bidder or offeror shall fulfill in order for the bid or offer to be evaluated by RPS. Any and all bids or offers may be rejected when it is in RPS interest to do so.

Furthermore, RPS shall:

- Avoid purchasing unnecessary items
- Avoid making purchases categorized as "equipment" or other items that would be considered durable assets with federal funds;
- Where appropriate, analyze lease and purchase alternatives to determine which would be the most economical and practical procurement;
- Solicit for goods and services providing for all of the following, where applicable:
    - A clear and accurate description of the technical requirements for the material, product, or service to be procured. In competitive procurements, a description shall not contain features which unduly restrict competition
    - Requirements which the bidder/offeror must fulfill and all other factors to be used in evaluating bids or proposals
    - A description, whenever practicable, of technical requirements in terms of functions to be performed or performance required, including the range of acceptable characteristics or minimum acceptable standards

- The specific features of brand name or equal descriptions that bidders are required to meet when these items are included in the solicitation
- Make positive efforts to utilize small businesses, minority-owned firms, and women's business enterprises, whenever possible.

Purchases Using Federal Funds

Purchases made using federal grants will follow procurement methods stated in Uniform Guidance 2 CFR 200.320, where applicable, unless RPS's Policy is more restrictive. When using federal funds in this regard, RPS will to the extent applicable to the particular purchase:

- Maintain oversight to ensure contractors perform in accordance with terms/conditions/specifications of contracts
- Avoid acquisition of unnecessary or duplicative items
- Award contracts only to responsible contractors
- Maintain records to sufficiently detail the history of procurement
- Conduct transactions in a manner providing full and open competition
- Not preclude potential bidders from qualifying during the solicitation period
- Conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences, except in cases where federal statutes mandate or encourage it
- Prepare solicitations that incorporate a clear and accurate description of technical requirements for the material, product, or service, and identify all requirements which the offerors must fulfill, and all other factors used in evaluating bids or proposals
- Ensure that all prequalified lists of persons, firms, or products which are used are current and include enough qualified sources to ensure maximum open and free competition
- Take necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible
- Perform cost or price analysis in connection with every procurement action in excess of the simplified acquisition threshold, including contract modifications

Further, when using qualifying federal funds, RPS will use one of the five allowable methods of procurement:

Methodology & Threshold	Requirement
Micro-purchase $0-$10,000	● No bid or quote required if price is considered to be reasonable. Reasonableness could be determined by comparing the price to past purchases or other published prices and/or requesting prices from more than one vendor. ● Distributed equitably among a range of qualified vendors when practical
Small Purchase $10,001-$250,000	● Price or rate quotes must be obtained from adequate number of sources (at least two) ● Can be informal, e.g., phone call or web search ● All quotes, including phone calls, web searches, etc., must be documented and kept on file ● Price does not need to be deciding factor, but all quotes need to be kept in procurement records
Sealed Bid $250,000 and greater *Price is principal basis for selection*	● Bids must be solicited from an adequate number of known suppliers, providing sufficient response time ● Local and tribal governments must publicly advertise bids ● Invitation for bids must define the items or services in order for bidders to properly respond ● All bids will be opened at time and place prescribed in invitation. Local and tribal governments must be opened publicly. ● Firm fixed price contract made in writing to the lowest responsive and responsible bidder ● Any or all bids may be rejected if there is a sound documented reason
Competitive Proposal $250,000 and greater *Selection is based on what is most advantageous with price and other factors considered*	● Must be publicized and identify all evaluation factors and their relative importance ● Must be solicited from an adequate number of qualified sources ● Must have a written method for conducting technical evaluations of the proposals and selecting recipients ● Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered
Noncompetitive Proposal (sole source)	● May be used only when the item is available only from a single source, the public exigency or emergency will not permit a delay resulting from competitive solicitation, federal awarding agency or pass-through entity expressly authorizes its use in response to a written request, or after solicitation of a number of sources competition is determined inadequate by the CEO ● Justification of the use of noncompetitive proposal must be documented ● Any research on availability from multiple sources must be documented ● Documentation of authorization must be retained ● Any initial solicitations from multiple sources which are concluded to be inadequate, and such reasoning, must be documented

Note, the federal procurement policies do not supersede the Rocketship approval authorities established in this document.

Purchase and Contract Approval Authority

The table in Section 2.2 outlines approval for contracts and payments. Once a contract is approved, further approval for recurring charges or project expenses are not required. For example, when the Board approves a construction budget, each individual expenses covered by

that budget is approved with no further action required.

Approval authority can be delegated to another member of the RPS Leadership Team in the event that one of the approvers is out of the office.

Invoice Payment
All invoices will be paid in a timely manner to avoid any late fees.

5.2 Employee and Volunteer Expense Reimbursements

Rocketship Public Schools ("RSPS") employees are periodically required to incur business expenses on behalf of Rocketship in furtherance of its mission.

Eligibility

All Rocketship employees are eligible for expense reimbursement, provided that the expenses are consistent with this policy, documented with receipts, approved by his/her manager and represent a reasonable and appropriate use of Rocketship Public Schools funds.

Expenses must also be in compliance with IRS, state, and/or granting/ funding agency regulations.

This policy applies only to employees and may differ from those expenses that consultants may charge Rocketship. In the case of consultants, expense reimbursement will be dictated by the consulting agreement.

Please see the sections below for policy guidelines related to specific expenses. This list is not all-inclusive and is provided for guidance only.

Reimbursement for Expenses

The employee is responsible for requesting reimbursement in a timely fashion by submitting a completed expense report to the Rocketship Finance Department. Employees should make every effort to submit expense reports within 30 days of incurring such expenses. All expense reports for the previous quarter must be submitted within 30 days of the quarter's end.

All receipts, with the exception of mileage, must be attached to the expense reimbursement submission in order for the report to be approved. If a receipt is lost, a copy of the credit card bill or other documentation should be attached instead on an exception basis only. Credit card bills are not an alternative to retention of receipts.

Approval of Expenses

An employee's manager is required to review and approve every expense report request and

receipt submitted by the employee. The manager will be able to approve expenses up to his/her limit.

While it is the employee's responsibility to represent accurate information in the reimbursement claim (including account code), manager approval of an expense report implies that the manager agrees that all expenses listed are:

- reasonable in amount
- appropriate based on employees responsibilities
- supported by a receipt
- coded to correct expense accounts
- consistent with Rocketship expense policy

Guidelines for Reimbursable Expenses

Cell Phone

Full time employees may be eligible for up to $50 per month in cell phone reimbursement if their job requires the use of a cell phone to perform the duties of their role.

Air Travel

Each employee is responsible for securing his/her own flight arrangements. Reasonable effort should be made to take the lowest fare available unless a flight imposes an unreasonable inconvenience in terms of stops or layovers. Employees may purchase a regular economy fare in lieu of a basic economy fare. Employees are strongly encouraged to consider travel on airlines that may not be their preferred airline if that cost is less than their preferred airline's cost for a similar flight.

Employees should make reasonable efforts to book airline tickets as far in advance as possible in order to reduce cost. All airline travel will be in coach class unless prior approval is received in writing from the CFO for a different class of air travel.

All mileage earned through frequent traveler programs or airline incentive programs is the property of the employee. As such, no reimbursement will be made for upgrades or free flights redeemed by employees applied to business travel from these programs.

Bag Check fees may be reimbursed if traveler is staying overnight two or more nights. Additional fees for seat upgrades or preferred seats are not reimbursable.

Dues and/or initiation fees for airline clubs are not reimbursable by Rocketship Public Schools.

Hotels

Reasonable lodging costs incurred during business travel are reimbursable whenever a day trip is not appropriate. Rocketship employees are expected to stay in standard business class lodgings that charge a reasonable rate (for instance, a Marriott). Individuals will not be reimbursed for stays longer than is legitimately necessary for the intended business requirement. The actual hotel bill with the form of payment must be submitted with the expense form as documentation. A charge slip alone is not acceptable.

When work commitments require Friday and Monday trips to the same city, the traveler is ordinarily expected to return home for the weekend. However, if such travel would be more costly or time consuming than remaining at the distant location for the weekend, lodging and reasonable meal costs for the traveler are reimbursable. In order for these lodging and meal costs to be reimbursable, the total cost of the extended lodging and meal costs must not exceed what would have been the additional cost of the flight home and return trip.

Car Rentals

Car rentals should be used when needed in situations where alternate forms of road transportation (taxis, public transit, and personal vehicles) are not more feasible.

Rocketship staff should limit their car rental to small or economy models unless there is a compelling reason to do otherwise. Additional insurance should be declined, as Rocketship carries rental car insurance as part of its business policy.

Car rentals over a weekend or holiday period are generally not reimbursable, unless necessary and approved (in advance) by the Finance Department.

Whenever possible, employees should refuel at a gas station prior to returning the vehicle at the end of the rental period, instead of purchasing the refill directly from the car rental company.

Mileage will not be reimbursed for rentals cars, but gas may be reimbursed.

Private Vehicle/Mileage

Employees must have a valid driver's license and current personal automobile insurance coverage to use his or her own vehicle for Rocketship business. Rocketship will reimburse employees for mileage incurred while using their personal vehicle on behalf of Rocketship at the standard IRS mileage rate established annually and published on the IRS website.

Mileage from an employee's home to the employee's regular place of work (see below for examples) is considered commuting mileage and will not be reimbursed. "Regular place of work" can change daily depending on the employees' responsibilities. Regular place of work may also change over time. Mileage from the regular place of work to other locations, including

Rocketship schools or offices, is reimbursable. Mileage for "home visits" to a student's home is also reimbursable. School based employees' regular place of work is always their school.

Examples of Reimbursable Mileage for Network Support Employees

- If an employee's regular place of work is Redwood City (RWC) and the employee starts the day in the RWC office, then drives to a school, then returns to the RWC office, the mileage between the RWC office and back to the RWC office is considered reimbursable.
- If an employee's regular place of work is Redwood City (RWC) and the employee starts the day in the RWC office, then goes to a school, and then drives directly home without returning to Redwood City, the reimbursable mileage is the lesser of these two calculations: (A) the round trip mileage from the RWC office to the school and back, or (B) the mileage from RWC to the school and back to the employee's home.
- If an employee regularly visits schools every day or is asked to work from multiple RSPS locations, then his/her regular place of work may change on a daily basis. For the purposes of expense reimbursement, the employee's regular place of work may be determined on a daily basis to reflect the first school(or other RSPS location) visited on that day. For example, if an employee who regularly works at the school begins his/her day at RSPS, then drives to the San Jose Regional Office, then to RMS, and then home, the reimbursable mileage would be the mileage between RSPS and the San Jose Regional Office and the mileage between the San Jose Regional Office and RMS. The final mileage (from RMS to the employee's home) would be considered commuting mileage.

<u>Other Transportation</u>

Reimbursement will be made for reasonable expenditures for transportation including, but not limited to, taxi/Ride App or shuttle fares between office/home and airport, as well as between airport and hotel or other destinations. Public transportation should be considered when it is less expensive and not significantly more inconvenient. Travelers should also please consider their own personal safety and familiarity with local transportation routes when choosing the public transportation option.

<u>Meals</u>

Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. Rocketship has set guidelines for reimbursement for Employee Meals. These amounts will vary by city, but employees are generally asked not to exceed $75 per day in meals, using the GSA's recommended per diem for the city they're travelling to as a guide.

Occasionally business travel will require incurring the cost of meals for business associates and

those occasions may justify a more expensive meal than the recommended amounts above. Employees should obtain approval from their manager ahead of time if such situations for additional clarification on appropriate spending guidelines.

Per IRS regulations, documentation is required for all deductible meals and Rocketship applies the same requirements for meals submitted for reimbursement. Receipts submitted for meal reimbursement must include the following information:

- Meal expenses must be listed separately on the expense report (including those that were paid as part of a hotel bill).
- The description must include the names of all persons attending, their titles and business relationship, if applicable, and business purpose of the meal.
- Tear-away stubs are not acceptable as receipts; the employee must submit a receipt or form of payment such as a credit card slip or cash register receipt.
- Rocketship does not reimburse for alcohol.

Parking & Tolls

Parking and tolls for travel are reimbursable, including parking related to summer PD and all staff events.

Entertainment

Entertainment expenses include the cost of amusement or recreational facilities, as well as attendance at the theater, sporting events, etc. Entertainment expenditures require pre-approval from an employee's manager.

Non-reimbursable Expense

Other items related to travel that are not reimbursable are as follows:

- Movies
- Items of clothing purchased while traveling. This includes replacement of lost or stolen items as well as clothing purchased as a result of an unanticipated extended stay.
- Hotel laundry or valet charges are reimbursable only in the case of an unanticipated extension of a previously planned trip.
- Parking tickets, fines or penalties

Travel Advance

For specific circumstances in which a staff member has limited funds available to initiate his/her own travel arrangements, Rocketship may issue a travel advance in an amount approximate to the necessary expenses. Any authorized advance must be reconciled with actual trip expenses on a completed, approved expense report form within two weeks of the employee's return.

Please contact the Finance Department to request a travel advance.

5.3 Governing Board Expenses

- The individual incurring authorized expenses while carrying out the duties of the RPS will complete and sign an expense report and attach original receipts.
- The CEO and/or another board member will approve and sign the expense report.

6.0 Asset Management

6.1 Fixed Assets Capitalization

All assets with a useful life of greater than one year and costing more than $5,000 will be capitalized and will be recorded in the fixed asset records. Any asset that does not meet these criteria will be expensed in the current period.

The cost basis of furniture and equipment assets will include all charges relating to the purchase of the assets including the purchase price, freight charges, and installation if applicable.

Leases within the capitalization thresholds will be accounted for in accordance with ASC 842 – lease accounting.

Leasehold improvements are to be capitalized if they relate to the renovation or improvement of an existing building. Expenditures incurred in connection with maintaining the existing building in good working order shall be expensed as a repair.

Depreciation

Depreciation methods/lives for assets shall be selected for consistent financial reporting purposes. The following depreciation methods and useful lives shall be used for the following asset classifications for financial reporting purposes.

Asset Class	Useful Life	Method
Computers	Three Years	Straight Line
Furniture and Equipment	Seven Years	Straight Line
Leasehold Improvements	Remaining Life of Lease	Straight Line

6.2 Inventory

RPS will maintain a detailed listing of each capital asset item with purchase price greater than $5,000 along with depreciation records which will include the description, date acquired, vendor, cost basis, assigned department or location, depreciation method/life,

accumulated depreciation, and net book value. A physical inventory of property and equipment will be performed annually and compared to the detailed fixed asset listing. Any variances will be investigated and corrected or adjusted in financial statements as necessary. Rocketship has security cameras at its schools to safeguard its assets. Rocketship also hires a security company to help monitor some of its higher-risk areas.

Computer equipment, office equipment and furniture are tagged and logged into our tracking system. This tracking system categorizes by school, type of equipment and whether Federal Funds were used. Any disposition of equipment with remaining useful life will require approval from director of operations and best effort to obtain market value of the asset is required.

Assets purchased with federal grants will follow the Office of Management and Budget's Uniform Guidance, Title 2, Code of Federal Regulations ("2 CFR") §200.310 to §200.316.

7.0 Investment Policy

The RPS CFO will oversee the investment of Rocketship cash balances, subject to oversight of the RPS Board and following guidelines that have been established by the RPS Board. The core objective of this investment policy is the protection of the principal amount while achieving modest yield. The strategy is rooted in an unwavering commitment to capital preservation and minimal risk exposure. Investments consistent with this approach include, government backed securities, cash and cash equivalents, money market funds, government bonds, certificates of deposit and others.

8.0 Time and Effort Policies and Procedures

Overview:
All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities.

Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

- Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- This includes verification through (electronic) signatures and documentation from individuals with first-hand knowledge incorporated into official records;
- Be incorporated into official records;
- Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;

    - Budgeted estimates do not qualify but may be used for interim accounting purposes if the estimates are reasonable, identified to related work in a timely manner, and after-the-fact review procedures are in place
- Encompass both federally assisted and all other activities compensated by Rocketship;
- Comply with Rocketship's established accounting policies and practices; and
- Support the distribution of the employee's salary or wages among specific activities or cost objectives.

Time and Effort Procedures
To meet the above requirements, all employees who must complete time and effort forms must submit either a semi-annual certification or a personnel activity report (PAR) as required below.

The type of form depends on the number of cost objectives that an employee works on. A cost objective is a program, function, activity, award, organizational subdivision, contract, or work unit of which cost data are desired and for which provision is made to accumulate and measure the cost of processes, products, jobs, capital projects, etc.

Semi-annual certification - applies to employees who do one of the following:
- Work 100% of their time on a single grant program and/or single cost objective.
- Work 100% of their time in administering one program such as a Federal Programs Director who administers only one program.
- Work 100% of their time under a single cost objective funded from eligible multiple funding sources.

The semi-annual certification must be:
- Completed twice a year;
- Be signed by the employee or the supervisor with direct knowledge of the work being performed;
- Reflect an after-the-fact distribution of the actual activity; and
- Account for the total activity for which each employee is compensated.
- The semi-annual certifications will be maintained by the business department grants office.

PAR - applies to employees who do one of the following:
- Do not work 100% of their time on a single grant program and/or single cost objective
- Work under multiple grant programs or multiple cost objectives

The PAR provides a written record of an employee's work activities used to document that employee's time to grants or projects. It must be completed monthly and supported by a daily calendar of activities.

All employees who work on multiple cost objectives must complete PARs that support the distribution of their salaries /wages that meet the following standards:
- Reflect an after-the-fact distribution of the actual activity, not a budget estimate;

- Account for the total work activity for which each employee is compensated;
- Be prepared at least monthly (a separate PAR for each month) and coincide with one (1) or more pay periods; and
- Be signed by the employee.

Reconciliation Procedures

It is critical for payroll charges to match the actual distribution of time recorded on the monthly certification documents. Budget estimates or other distribution percentages determined before the services are performed do not qualify as support for charges to federal awards, but may be used for interim accounting purposes provided that the system for establishing the estimates produces reasonable approximations of the activity actually performed.

In order to reconcile actual costs to budgeted distributions, the business team grants office will conduct quarterly reconciliations of payroll changes to the actual time and effort reflected in employees' time and effort records. This will include review of form ratios versus budgeted distributions after each review.

All the time and effort certifications are collected by the business team grants office, reviewed for accuracy, appropriate signatures, dates and copied to the Grants Accounting Office.

ROCKETSHIP PUBLIC SCHOOLS

Semi-annual Certification

Name:

Job Title:

School:

July 2024 - December 2025

Actual Work Activity		
FUNDING SOURCE	PERCENTAGE OF TIME	DESCRIPTION OF FUNCTIONS

EMPLOYEE AND SUPERVISOR SIGNATURES

EMPLOYEE NAME	EMPLOYEE SIGNATURE	DATE SIGNED
SUPERVISOR NAME	SUPERVISOR SIGNATURE	DATE SIGNED

ROCKETSHIP PUBLIC SCHOOLS

Personnel Activity Report
Monthly
Name:
Job Title:
School:

Pay Period _____

Actual Work Activity		
FUNDING SOURCE	PERCENTAGE OF TIME	DESCRIPTION OF FUNCTIONS
Title I	**75%**	**Providing target support to students requiring**

EMPLOYEE AND SUPERVISOR SIGNATURES

EMPLOYEE NAME	EMPLOYEE SIGNATURE	DATE SIGNED
SUPERVISOR NAME	SUPERVISOR SIGNATURE	DATE SIGNED

ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 8(D) **Subject:** Approve the 2025-05 Resolutions of the Board of Directors of Rocketship Education to Establish Authority to Reallocate State and Federal Special Education Funding and to Reallocate Income for Fiscal Year 24-25	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend the Rocketship Education ("RSED") Board of Directors ("Board") approve the resolution #2025-05 to establish the authority to reallocate state and federal special education funding and to reallocate income for fiscal year 2024-2025.

Background:
Rocketship's use of Special Education Funds is regulated by the El Dorado County Charter Special Education Local Planning Area (the Charter "SELPA"). The SELPA authorizes CMOs to reallocate state and federal funds between LEAs within their network.

The intent is to recognize that charter networks may have varying needs among their schools and through reallocation of revenue, can better match income to special education expenditures.

We have conducted an analysis of the special education revenues and expenditures for all California schools and are recommending the following changes to better align state and federal special education revenue with special education expenses at seven of our schools:

School	Increase/(Decrease) in Special Education Revenue
Rocketship Discovery Prep	200,148
Rocketship Futuro Academy	(162,719)
Rocketship Fuerza Community Prep	(125,617)
Rocketship Los Suenos Academy	117,833
Rocketship Si Se Puede Academy	(55,124)
Rocketship Mateo Sheedy Academy	16,149
Rocketship Rising Stars	(115,476)
Rocketship Mosaic Elementary	258,203
Rocketship Brilliant Minds	114,809
Rocketship Alma Academy	(172,729)
Rocketship Spark Academy	55,865
Rocketship Redwood City	(23,136)
Rocketship Delta Prep	(108,207)

Summary of Previous Board Action:
On June 13, 2024 the RSED-Board approved the 2024-04 Resolution of the Board of Directors of Rocketship Education to Establish Authority to Reallocate State and Federal Special Education Funding and to Reallocate Income for Fiscal Year 23-24.

Fiscal Impact:
See above.

Submitted by:
Benjamin Carson, Chief Financial Officer

ROCKETSHIP
PUBLIC SCHOOLS

info@rsed.org
2001 Gateway Place, Ste. 230E, San Jose, CA 95110

**RESOLUTION #2025-05 OF THE BOARD OF DIRECTORS
OF ROCKETSHIP EDUCATION
(TO ESTABLISH AUTHORITY TO REALLOCATE STATE AND FEDERAL SPECIAL EDUCATION FUNDING AND TO REALLOCATE INCOME FOR FISCAL YEAR 24-25)**

**Resolution To Establish Board Authority to Reallocate
State and Federal Special Education Funding**

WHEREAS, Rocketship Education is a nonprofit public benefit corporation organized under the California Nonprofit Public Benefit Corporate Law ("**Rocketship**") organized and operated exclusively for educational and charitable purposes as an operator of a charter school network; and,

WHEREAS, pursuant to Education Code Section 56836.05(b), El Dorado Charter SELPA (the "**SELPA**") has the authority to develop an allocation plan to define the distribution of special education funds to charters within the SELPA; and,

WHEREAS, the CEO Council of the SELPA has approved an allocation plan that provides for the distribution of funds to each Charter LEA in the SELPA, where a charter is defined as having a separate CDS code; and,

WHEREAS, the allocation plan further authorizes a CMO or Non-Profit Corporation operating more than one charter school within the SELPA to reallocate state and federal base special education funding among charter LEAs within their authority.

NOW, THEREFORE, BE IT RESOLVED, that at the close of any fiscal year, base special education funding may be reallocated among the SELPA members under the authority of the Rocketship Board ("**Board**"), and,

BE IT FURTHER RESOLVED that this authority shall remain in place until changed by further action of this Board; and that reallocation of specific dollar amounts under this authority will be brought to this Board for specific action each time the authority is exercised.

Resolution To Reallocate Income for Fiscal Year 24-25

WHEREAS, this Board has resolved to allow state and federal base special education funding to be reallocated among the charter schools within the SELPA and operated by Rocketship; and

ROCKETSHIP
PUBLIC SCHOOLS

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WHEREAS, it has been deemed appropriate at this time to reallocate special education income pursuant to this authority.

NOW, THEREFORE, **BE IT RESOLVED**, that by October 1, 2025, the income reallocation specified below shall occur.

SELPA Member Charter Schools	CDS #	Original State Income Allocation	Adjusted State Income Allocation	Original Federal Income Allocation	Adjusted Federal Income Allocation
Rocketship Discovery Prep	43 10439 0123281	333,149	497,256	65,106	101,147
Rocketship Futuro Academy	07 61754 0134072	556,447	415,498	106,286	84,517
Rocketship Fuerza Community Prep	43 10439 0131110	424,173	320,993	87,730	65,293
Rocketship Los Suenos Academy	43 10439 0120642	256,045	358,697	57,782	72,963
Rocketship Si Se Puede Academy	43 10439 0119024	218,375	176,504	49,155	35,903
Rocketship Mateo Sheedy Academy	43 10439 0113704	372,925	388,908	78,941	79,108
Rocketship Rising Stars	43 10439 0133496	516,178	415,341	99,124	84,485
Rocketship Mosaic Elementary	43 69450 0123299	457,970	670,996	91,311	136,488
Rocketship Brilliant Minds	43 10439 0125781	416,470	507,211	79,104	103,172
Rocketship Alma Academy	43 10439 0125799	436,667	290,468	85,614	59,084
Rocketship Spark Academy	43 69450 0128108	461,141	503,195	88,544	102,355
Rocketship Redwood City	41 69005 0132076	226,232	211,101	50,945	42,940
Rocketship Delta Prep	07 61648 0137430	426,975	346,581	98,310	70,498
Totals		**5,102,748**	**5,102,748**	**1,037,952**	**1,037,952**

General Resolutions

Each Authorized Officer is hereby authorized and directed, in the name and on behalf of Rocketship, to take such actions and to execute and deliver such other certificates, instruments, notices, agreements and other documents as may be required or as such officer may deem necessary, convenient, advisable or proper to carry out and perform the obligations of Rocketship pursuant to these resolutions. The performance or execution thereof by such Authorized Officer to be conclusive evidence of the approval thereof by such officer and by this Board.

All actions and deeds heretofore done or taken by any Authorized Officer, on behalf of Rocketship, in their capacity as such Authorized Officer, and all things done by their authority in entering into, executing, acknowledging or attesting any arrangements, agreements, instruments or documents in carrying out the terms and intentions of the foregoing recitals and resolutions and with respect to the reallocation of state and federal special education funds are hereby ratified, approved and confirmed in all respects. These Resolutions shall be in full force and effect immediately upon its adoption and the authorizations herein set forth shall remain in full force and effect until further action by the Board.

ROCKETSHIP
PUBLIC SCHOOLS

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PASSED AND ADOPTED by the Board at its meeting held on the date set forth below, as follows:

Dated: _____

AYES: _____
NOES: _____

ABSENT: _____

ABSTAINED: _____

ROCKETSHIP
PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

Agenda Item: 9(A) **Subject:** Review and approve Lease Agreement for Rocketship Stellar Elementary (WI)	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education Board of Directors ("RSED-Board") approve the lease agreement ("Lease") between Rocketship Education Wisconsin, Inc. ("RSED-WI") and Launchpad Development Milwaukee Three, LLC ("Launchpad Milwaukee Three").

Background:

The Asset Purchase Agreement providing for the acquisition of Stellar by RSED-WI was fully executed by RSED-WI and Carmen on April 7, 2025 (the "APA"). The APA provided a closing condition that RSED-WI or one of its affiliates acquire the property at 2431 South 10th Street, Milwaukee, WI 53215 (the " Property") through a separate real estate transaction. The Property is currently owned by Carmen High School of Science and Technology, Inc. ("Carmen"). Carmen has operated Stellar Elementary School ("Stellar") at the Property.

Launchpad Milwaukee Three is in the process of finalizing its acquisition of the Property in a separate transaction between it and Carmen. Launchpad Milwaukee Three is the RSED-WI affiliate that will enter into a Purchase and Sale Agreement with Carmen, under which it will purchase all rights, title, and interest in and to the Property. Launchpad Milwaukee Three intends to lease the Property to RSED-WI pursuant to the Lease.

The Lease will be between RSED-WI as tenant and Launchpad Milwaukee Three as landlord, and it will mirror the format and structure of the current lease between RSED-WI and Launchpad Milwaukee Two, LLC for Rocketship Transformation Prep ("RTP"). The Lease will provide RSED-WI with the opportunity to operate Rocketship Stellar Elementary ("Rocketship Stellar", formerly known as Stellar) at the Property pursuant to the Lease.

Summary of Previous Board Action by Board:
The RSED-WI Board previously approved the APA between RSED-WI and Carmen to acquire Stellar Elementary. Likewise, the RSED-WI Board approved of the Lease at its board meeting on June 6, 2025.

Fiscal Impact:
No fiscal impact to RSED.

Fiscal impact to RSED-WI includes total rent over the 378 months of the lease term will be $5,022,511.98 unless otherwise amended. Rent is set as debt service plus an 8% administrative

cost to cover Launchpad costs. During the first 18 months, rent is set at $9,028.44 per month, based on the existing loan to be assumed. Starting in January 2027, rent increases to $13,500 per month, based on estimated cost of refinance. Rent will be adjusted up or down as necessary following final refinancing.

Submitted by:
Benjamin Carson, Chief Financial Officer
Leah Olson, Senior Legal Counsel
Kadeem Ruiz, Executive Director

LEASE AGREEMENT - ROCKETSHIP STELLAR ELEMENTARY

Between

Launchpad Development Milwaukee Three LLC

as Landlord

and

Rocketship Education Wisconsin, Inc.

as Tenant

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SUMMARY OF BASIC LEASE TERMS

Lease Reference Date:	_____, 2025 (the "Lease Reference Date")
Landlord:	Launchpad Development Milwaukee Three LLC, a Wisconsin limited liability company ("Landlord").
Tenant:	Rocketship Education Wisconsin, Inc., a Wisconsin non-stock corporation ("Tenant").
Premises:	Landlord's fee interest in the Property and structures located thereon at and generally known as 2431 South 10th Street, Milwaukee, Wisconsin 53215, and legally described and shown on Exhibit A.
Tenant's Share:	100%
Effective Date:	July 1, 2025 ("Effective Date")
Lease Term:	The Lease Term shall be the term set forth in Exhibit B, attached hereto and incorporated herein.
Basic Rent:	The Rent shall be the amount set forth in Exhibit B, attached hereto and incorporated herein.
Permitted Use:	Solely for the purpose of operating an elementary charter school in accordance with the school's charter, serving students in transitional kindergarten through fifth grade, that is exempt from federal income taxation under Section 501(a) of the Internal Revenue Code of 1986, as amended (the "Code") as an organization described in Code Section 501(c)(3) and that qualifies as an "educational organization" as described under Code Section 170(b)(1)(A)(ii), and for any other lawful related or incidental educational purposes (the "Permitted Use").
Permitted Tenant's Alterations Limit:	$2,500.00
Tenant's Liability Insurance Minimum:	$1,000,000.00
Landlord's Address:	c/o Launchpad Development Company 350 Twin Dolphin Drive, Suite 109 Redwood City, CA 94065 Attn: Laura Kozel, Vice President, Capital Finance

Tenant's Address:	c/o Rocketship Education 350 Twin Dolphin Drive, Suite 109 Redwood City, CA 94065 Attn: Chief Executive Officer and Legal Counsel
With a Copy to:	Rocketship Education 350 Twin Dolphin Drive, Suite 109 Redwood City, CA 94065 Attn: Chief Schools Officer
Lease:	This Lease includes the Summary of Basic Lease Terms, the Lease, and the following exhibits and addenda: **Exhibit A** (Site Plan/Legal Description of the Premises) **Exhibit B** (Additional Terms and Provisions) **Exhibit C** (Maintenance Services to be provided by Landlord)

The foregoing Summary is hereby incorporated into and made part of this Lease. Each reference in this Lease to any term of the Summary shall mean the respective information set forth above shall be construed to incorporate all of the terms provided under the particular paragraph pertaining to such information. In the event of any conflict between the Summary and the Lease, the Summary shall control.

LEASE AGREEMENT - ROCKETSHIP STELLAR ELEMENTARY

This Lease Agreement — Rocketship STELLAR ELEMENTARY (this "Lease") is dated as of the Lease Reference Date specified in the Summary and made between the Landlord and Tenant identified in the Summary with reference to the following:

RECITALS

A. Landlord desires, as the fee owner of that property commonly known as and referred to as 2431 South 10th Street, Milwaukee, Wisconsin 5325, which property is legally described in **Exhibit A** attached hereto and incorporated herein and certain facilities and improvements thereon (collectively, the "Property"), to lease the Property to Tenant in accordance with the terms of this Lease.

NOW, THEREFORE, in consideration of the mutual promises herein contained and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

ARTICLE 1
DEFINITIONS

1.1 General: Any initially capitalized term that is given a special meaning by this Article 1, the Summary, or by any other provision of this Lease (including the exhibits attached hereto) shall have such meaning when used in this Lease or any addendum or amendment unless otherwise clearly indicated by context.

1.2 Address for Notices: The term "Address for Notices" shall mean the addresses set forth in the Summary.

1.3 Additional Rent: The term "Additional Rent" shall have such meaning as is set forth in **Exhibit B**.

1.4 Agents: The term "Agents" shall mean the following: (i) with respect to Landlord or Tenant, the agents, employees, contractors, and invitees of such party; and (ii) in addition with respect to Tenant, Tenant's subtenants and their respective agents, employees, contractors, and invitees.

1.5 Agreed Interest Rate: The term "Agreed Interest Rate" shall mean that interest rate determined as of the time it is to be applied that is equal to the lesser of (i) 5% in excess of the discount rate established by the Federal Reserve Bank of San Francisco as it may be adjusted from time to time, or (ii) the maximum interest rate permitted by Law.

1.6 Base Rent: The term "Base Rent" shall have such meaning as is set forth in **Exhibit B**.

1.7 Bankruptcy Code: The term "Bankruptcy Code" shall have such meaning as is set forth in **Section 13.3**.

1.8 Effective Date: The term "Effective Date" shall have such meaning as is set forth in the recitals.

1.9 Estimate: The term "Estimate" shall have such meaning as is set forth in **Section 8.1**.

1.10 Event of Tenant's Default: The term "Event of Tenant's Default" shall have such meaning as is set forth in **Section 13.1**.

1.11 Facility Fee: The term "Facility Fee" shall have such meaning as is set forth in **Exhibit B**.

1.12 HVAC**:** The term "HVAC" shall have such meaning as is set forth in **Section 4.1**.

1.13 Hazardous Material: The term "Hazardous Material" shall have such meaning as is set forth in **Section 7.2**.

1.14 Initial Lease Term: The term "Initial Lease Term" shall have such meaning as is set forth in **Exhibit B**.

1.15 Insured Peril: The term "Insured Peril" shall have such meaning as is set forth in **Section 11.2**.

1.16 Landlord: The term "Landlord" shall have such meaning as is set forth in the Summary.

1.17 Landlord's Agents: The term "Landlord's Agents" shall have such meaning as is set forth in **Section 5.5**.

1.18 Law: The term "Law" shall mean any judicial decision, statute, constitution, ordinance, resolution, regulation, rule, administrative order, or other requirement of any municipal, county, state, federal or other government agency or authority having jurisdiction over the parties to this Lease or the Premises, or both, in at any time.

1.19 Launchpad: The term "Launchpad" shall have such meaning as is set forth in the recitals.

1.20 Lease: "Lease" shall mean this Lease Agreement – Rocketship STELLAR ELEMENTARY, as the same is amended, restated, modified and supplemented from time to time and all attachments or exhibits hereto.

1.21 Lease Reference Date: The term "Lease Reference Date" shall have such meaning as is set forth in the Summary.

1.22 Lease Term: The term "Lease Term" shall have such meaning as is set forth in **Exhibit B**.

1.23 Lender: The term "Lender" shall mean any beneficiary, mortgagee, bond holder, secured party, lessor, or other holder of any Security Instrument.

1.24 Monthly Expense Payment: The term "Monthly Expense Payment" shall have such meaning as is set forth in **Exhibit B**.

1.25 Operating Expenses: The term "Operating Expenses" shall have such meaning as is set forth in **Exhibit B**.

1.26 Permitted Use: The term "Permitted Use" shall have such meaning as is set forth in the Summary.

1.27 Private Restrictions: The term "Private Restrictions" shall mean all recorded covenants, conditions and restrictions, private agreements, reciprocal easement agreements, and any other recorded 2 instruments affecting the use of the Premises which (i) exist as of the Effective Date, or (ii) are recorded after the Effective Date and are approved by Tenant.

1.28 Property: The term "Property" shall have such meaning as is set forth in the recitals.

1.29 Property Management Fee: The term "Property Management Fee" shall have such meaning as is set forth in **Exhibit B**.

1.30 Proportionate Share: The term "Proportionate Share" shall have such meaning as is set forth in **Section 3.3**.

1.31 Real Property Taxes: The term "Real Property Taxes" shall have such meaning as is set forth in **Section 8.3**.

1.32 Renewal Option: The term "Renewal Option" shall have such meaning as is set forth in **Exhibit B**.

1.33 Renewal Term: The term "Renewal Term" shall have such meaning as is set forth in **Exhibit B**.

1.34 Rent: The term "Rent" shall have such meaning as is set forth in **Exhibit B**.

1.35 Rocketship STELLAR ELEMENTARY Charter: The term "Rocketship STELLAR ELEMENTARY Charter" shall have such meaning as is set forth in **Section 15.18**.

1.36 Security Instrument: The term "Security Instrument" shall mean any underlying lease, mortgage, deed of trust, or bond which now or hereafter affects the Premises, and any renewal, modification, consolidation, replacement or extension thereof.

1.37 Statement: The term "Statement" shall have such meaning as is set forth in **Section 8.1**.

1.38 Summary: The term "Summary" shall mean the Summary of Basic Lease Terms that is part of this Lease.

1.39 Tenant: The term "Tenant" shall have such meaning as is set forth in the Summary.

1.40 Tenant's Agents: The term "Tenant's Agents" shall have such meaning as is set forth in **Section 5.5**.

1.41 Tenant's Alterations: The term "Tenant's Alterations" shall mean all improvements, additions, alterations, and fixtures installed in the Premises by Tenant at its expense which are not Trade Fixtures.

1.42 Trade Fixtures: The term "Trade Fixtures" shall mean (i) Tenant's inventory, furniture, signs, and business equipment, and (ii) anything affixed to the Premises by Tenant at its expense for purposes of trade, manufacture, ornament or domestic use (except replacement of similar work or material originally installed by Landlord) which can be removed without material injury to the Premises unless such thing has, by the manner in which it is affixed, become an integral part of the Premises.

1.43 Transfer: The term "Transfer" shall have such meaning as is set forth in **Section 14.1**.

1.44 Uninsured Peril: The term "Uninsured Peril" shall have such meaning as is set forth in **Section 11.2**.

ARTICLE 2
DEMISE AND ACCEPTANCE

2.1 Demise of Premises: Landlord hereby leases to Tenant, and Tenant leases from Landlord, for the Lease Term upon the terms and conditions of this Lease, the Premises for Tenant's own use.

ARTICLE 3
RENT

3.1 Rent: Commencing on the Effective Date and continuing throughout the Lease Term, Tenant shall pay to Landlord the Rent as set forth in **Exhibit B.** To the extent that there is any inconsistency or distinction between the body of this Lease and the provisions of **Exhibit B**, the terms and provisions of **Exhibit B** shall control.

3.2 Rent Defined: As used herein, "Rent" is comprised of the following: (i) the Base Rent (as defined in **Exhibit B)**; (ii) the Monthly Expense Payment (as defined in **Exhibit B)**; (iii) the Property Management Fee (as defined in **Exhibit B)**; (iv) the Annual Adjusting Rent Payment (as defined in **Section** 8.1); and (v) Additional Rent (as defined in **Exhibit B)**. The term "Rent", as used herein, is also referenced as the "Facility Fee".

3.3 Payment of Rent: All Rent, required to be paid in monthly installments, shall be paid in advance on the twentieth (20th) day of each calendar month during the Lease Term. All Rent shall be paid in lawful money of the United States, without any abatement, deduction or offset whatsoever (except as specifically provided herein), and without any prior demand therefore. All Rent shall be paid to Landlord at such address as Landlord notifies Tenant, or at such other place as Landlord may designate from time to time. Tenant's obligation to pay Rent shall be prorated at the commencement and expiration of the Lease Term over any partial month.

3.4 Late Charge and Interest on Rent in Default: If any Rent is not received by or one behalf of Landlord from Tenant within ten (10) calendar days after Landlord has notified Tenant in writing that payment has not been received by Landlord, then Tenant shall immediately pay to Landlord a late charge equal to five percent (5%) of such delinquent rent as liquidated damages for Tenant's failure to make timely payment. In no event shall this provision for a late charge be deemed to grant to Tenant a grace period or extension of time within which to pay any rent or prevent Landlord from exercising any right or remedy available to Landlord upon Tenant's failure to pay any rent due under this Lease in a timely fashion. If any Rent remains delinquent for a period in excess of thirty (30) days then, in addition to such late charge, Tenant shall pay to Landlord interest on any rent that is not paid when due at the Agreed Interest Rate from the date such amount became due until paid.

ARTICLE 4
USE OF PREMISES

4.1 Limitation on Use: Tenant shall use the Premises solely for the Permitted Use. Tenant shall not do anything in or about the Premises which will: (a) cause structural injury to any building on the Premises, or (b) cause damage to any part of any building on the Premises except to the extent reasonably necessary for the installation of Tenant's Trade Fixtures and Tenant's

Alterations, and then only in a manner which has been first consented to by Landlord in writing, which consent shall not be unreasonably withheld, conditioned or delayed. Tenant shall not operate any equipment within the Premises which will: (i) materially damage any building on the Premises, (ii) overload existing electrical systems or other mechanical equipment servicing any building on the Premises, (iii) impair the efficient operation of the sprinkler system or the heating, ventilating or air conditioning ("HVAC") equipment within or servicing any building on the Premises, or (iv) damage, overload or corrode the sanitary sewer system. Any dust, fumes, or waste products generated by Tenant's use of the Premises shall be contained and disposed so that they do not (1) create an unreasonable fire or health hazard, (2) damage the Premises, or (3) result in the violation of any Law. Tenant shall not change the exterior of any building on the Premises or install any equipment or antennas on or make any penetrations of the exterior or roof of any building on the Premises, without Landlord's written consent, which shall not be unreasonably withheld. Tenant shall not commit any material physical waste in or about the Premises, and Tenant shall keep the Premises in a neat, clean, attractive and orderly condition, free of any nuisances.

4.2 Compliance with Regulations: Tenant shall not use the Premises in any manner which violates any Laws or Private Restrictions which affect the Premises. Tenant shall abide by and promptly observe and comply with all Laws and Private Restrictions. Tenant shall not use the Premises in any manner which will cause a cancellation of any insurance policy covering Tenant's Alterations or any improvements installed by Landlord at its expense or which poses an unreasonable risk of damage or injury to the Premises. Tenant shall not sell, or permit to be kept, used, or sold in or about the Premises any article which may be prohibited by the standard form of fire insurance policy. Tenant shall comply with all reasonable requirements of any insurance company, insurance underwriter, or Board of Fire Underwriters which are necessary to maintain the insurance coverage carried by either Landlord or Tenant pursuant to this Lease.

4.3 Signs: Tenant's signage, if any, shall conform to all Laws, be installed at the expense of Tenant, and be installed with such governmental permits as are required by Law. Tenant shall maintain such signs in good condition and repair.

ARTICLE 5
TRADE FIXTURES AND ALTERATIONS

5.1 Trade Fixtures: Throughout the Lease Term, Tenant may provide and install, and shall maintain in good condition, any Trade Fixtures required in connection with the operation of an elementary charter school in the Premises. All Trade Fixtures shall remain Tenant's property.

5.2 Tenant's Alterations: Construction by Tenant of Tenant's Alterations shall be governed by the following:

A. Tenant shall not construct any Tenant's Alterations or otherwise alter the Premises without Landlord's prior written approval. Tenant shall be entitled, without Landlord's prior approval, to make Tenant's Alterations (i) which do not affect the structural or exterior parts or water tight character of any building on the Premises, and (ii) the reasonably estimated cost of which, plus the original cost of any part of the Premises removed or materially altered in connection with such Tenant's Alterations, together do not exceed the Permitted Tenant Alterations Limit specified in the Summary per work of improvement. In the event Landlord's

approval for any Tenant's Alterations is required, Tenant shall not construct the leasehold improvement until Landlord has approved in writing the plans and specifications therefore, and such Tenant's Alterations shall be constructed substantially in compliance with such approved plans and specifications by a licensed contractor first approved by Landlord. All Tenant's Alterations constructed by Tenant shall be constructed by a licensed contractor in accordance with all Laws using new materials of good quality.

B. Tenant shall not commence construction of any Tenant's Alterations until (i) all required governmental approvals and permits have been obtained, (ii) all requirements regarding insurance imposed by this Lease have been satisfied, (iii) Tenant has given Landlord at least five days' prior written notice of its intention to commence such construction, and (iv) if reasonably requested by Landlord, Tenant has obtained contingent liability and broad form builders' risk insurance in an amount reasonably satisfactory to Landlord if there are any perils relating to the proposed construction not covered by insurance carried pursuant to **Article 9**.

C. All Tenant's Alterations shall remain the property of Tenant during the Lease Term but shall not be altered or removed from the Premises. At the expiration or sooner termination of the Lease Term, all Tenant's Alterations shall be surrendered to Landlord as part of the realty and shall then become Landlord's property, and Landlord shall have no obligation to reimburse Tenant for all or any portion of the value or cost thereof; provided, however, that if Landlord requires Tenant to remove any Tenant's Alterations, Tenant shall so remove such Tenant's Alterations prior to the expiration or sooner termination of the Lease Term. Notwithstanding the foregoing, Tenant shall not be obligated to remove any Tenant's Alterations with respect to which the following is true: (i) Tenant was required, or elected, to obtain the approval of Landlord to the installation of the leasehold improvement in question; (ii) at the time Tenant requested Landlord's approval, Tenant requested of Landlord in writing that Landlord inform Tenant of whether or not Landlord would require Tenant to remove such leasehold improvement at the expiration of the Lease Term; and (iii) at the time Landlord granted its approval, it did not inform Tenant that it would require Tenant to remove such leasehold improvement at the expiration of the Lease Term.

5.3 Alterations Required by Law: Tenant shall make any alteration, addition or change of any sort to the Premises that is required by any Law because of (i) Tenant's particular use or change of use of the Premises; (ii) Tenant's application for any permit or governmental approval; or (iii) Tenant's construction or installation of any Tenant's Alterations or Trade Fixtures. Any other alteration, addition, or change required by Law which is not the responsibility of Tenant pursuant to the foregoing shall be made by Landlord (subject to Landlord's right to reimbursement from Tenant specified in §5.4).

5.4 Amortization of Certain Capital Improvements: Tenant shall pay additional Rent (to be paid as part of the Monthly Expense Payment) in the event Landlord reasonably elects or is required to make any of the following kinds of capital improvements to the Premises and the cost thereof is not reimbursable as an Operating Expense: (i) capital improvements required to be constructed in order to comply with any Law (excluding any Hazardous Materials Law) not in effect or applicable to the Property as of the Effective Date; and (ii) modification of existing or construction of additional capital improvements or building service equipment for the purpose of reducing the consumption of utility services or Operating Expenses of the Premises (with approval

of Tenant). The increase in the Monthly Expense Payment to be paid with respect to each such capital improvement shall be determined as follows:

A. All costs paid by Landlord to construct such improvements (including financing costs) shall be amortized over the useful life of such improvement (as reasonably determined by Landlord in accordance with generally accepted accounting principles) in a series of equal monthly payments with interest on the unamortized balance at the market rate prevailing as of date of completion of the improvement if Landlord borrowed funds to construct such improvements from an institutional lender, bond holders or any other comparable entity. Landlord shall inform Tenant of the monthly amortization payment required to so amortize such costs, and shall also provide Tenant with the information upon which such determination is made.

B. As an addition to the expenses referenced above, beginning on the twentieth (20th) day of each month after the completion of such improvements and continuing on the twentieth (20th) day of each month thereafter, Tenant shall pay the monthly amortization payment for each month after such improvements are completed until the first to occur of (i) the expiration of the Lease Term (as it may be extended), or (ii) the end of the term over which such costs were amortized.

5.5 Mechanic's Liens: Tenant shall keep the Premises free from any liens and shall pay when due all bills arising out of any work performed, materials furnished, or obligations incurred by Tenant or Tenant's agents, employees, contractors, licensees and invitees (collectively "Tenant's Agents") relating to the Premises. If any claim of lien is recorded (except those caused by Landlord or Landlord's agents, employees, contractors, licensees and invitees (collectively "Landlord's Agents"), Tenant shall bond against or discharge the same within 10 days after the same has been recorded against the Premises. Should any lien be filed against the Premises or any action be commenced affecting title to the Premises, the party receiving notice of such lien or action shall immediately give the other party written notice thereof.

5.6 Taxes on Tenant's Property: Tenant shall pay before delinquency any and all taxes, assessments, license fees and public charges levied, assessed or imposed against Tenant or Tenant's estate in this Lease or the property of Tenant situated within the Premises which become due during the Lease Term. If any tax or other charge is assessed by any governmental agency because of the execution of this Lease, such tax shall be paid by Tenant. On demand by Landlord, Tenant shall furnish Landlord with satisfactory evidence of these payments.

ARTICLE 6
REPAIR AND MAINTENANCE

6.1 Tenant's Obligation to Maintain: Except as otherwise provided in **Section 6.2**, **Section 11.1**, and **Section 12.3**, Tenant shall be responsible for the following during the Lease Term:

A. Tenant shall clean and maintain in good order, condition, and repair the Premises and every part thereof (including external grounds and parking areas), through regular inspections and servicing, including, but not limited to: (i) all plumbing and sewage facilities (including all sinks, toilets, faucets and drains), and all ducts, pipes, vents or other parts of the

HVAC or plumbing system; (ii) all fixtures, interior walls, floors, carpets and ceilings; (iii) all windows, doors, entrances, plate glass, showcases and skylights (including cleaning both interior and exterior surfaces); (iv) all electrical facilities and all equipment (including all lighting fixtures, lamps, bulbs, tubes, fans, vents, exhaust equipment and systems); and (v) any automatic fire extinguisher equipment in the Premises.

B. Tenant shall be responsible for the maintenance and repair of all utility facilities serving the Premises (including electrical wiring and conduits, gas lines, water pipes, and plumbing and sewage fixtures and pipes). Tenant shall replace any damaged or broken glass in the Premises (including all interior and exterior doors and windows) with glass of the same kind, size and quality. Tenant shall repair any damage to the Premises (including exterior doors and windows) caused by vandalism or any unauthorized entry.

C. All repairs and replacements required of Tenant shall be promptly made with new materials of like kind and quality. If the work affects the structural parts of the Building or if the estimated cost of any item of repair or replacement is in excess of the Permitted Tenant's Alterations Limit, then Tenant shall first obtain Landlord's written approval of the scope of the work, plans therefore, materials to be used, and the contractor.

6.2 Landlord's Obligation to Maintain: Landlord shall maintain, repair', and operate all HVAC equipment which services the Premises, and shall keep the same in good condition through regular inspection and servicing, with expenses passed through to Tenant through payment of Operating Expenses as required by **Article 8** hereof. Landlord will also replace (when necessary in Landlord's reasonable judgment) at its own cost, without reimbursement by Tenant, the roof, HVAC system, parking lot, and any other capital items (other than those listed in **Section** 5.4) which are capital expenses under generally accepted accounting principles as applied in Landlord's reasonable judgment. Landlord shall not be responsible for repairs required by an accident, fire or other peril or for damage caused to any part of the Premises by any act or omission of Tenant or Tenant's Agents except as otherwise required by **Article 11**. Landlord may engage contractors of its choice to perform the obligations required of it by this Article, and the necessity of any expenditure to perform such obligations shall be at the sole discretion of Landlord.

6.3 Landlord's Services and Replacement Obligations: Landlord shall provide Tenant with those certain maintenance services described in **Exhibit C**, attached hereto and incorporated herein. All such maintenance services shall be deemed Operating Expenses under the Lease. In addition, provided that Tenant has maintained the major mechanical systems and roof as set forth above, Landlord shall be responsible for replacement of the major mechanical systems and roof if that should prove necessary, in Landlord's reasonable judgment.

ARTICLE 7
WASTE DISPOSAL AND UTILITIES

7.1 Waste Disposal: Tenant shall store its waste either inside the Premises or within outside trash enclosures that are fully fenced and screened in compliance with all Private Restrictions, and designed for such purpose. All entrances to such outside trash enclosures shall be kept closed, and waste shall be stored in such manner as not to be visible from the exterior of such outside enclosures. Tenant shall cause all of its waste to be regularly removed from the

Premises at Tenant's sole cost. Tenant shall keep all fire corridors and mechanical equipment rooms in the Premises free and clear of all obstructions at all times.

7.2 Hazardous Materials: Landlord and Tenant agree as follows with respect to the existence or use of Hazardous Materials on the Premises:

A. Any handling, transportation, storage, treatment, disposal or use of Hazardous Materials by Tenant and Tenant's Agents after the Effective Date in or about the Premises shall strictly comply with all applicable Hazardous Materials Laws. Tenant shall indemnify, defend upon demand with counsel reasonably acceptable to Landlord, and hold harmless Landlord from and against any liabilities, losses, claims, damages, lost profits, consequential damages, interest, penalties, fines, monetary sanctions, attorneys' fees, experts' fees, court costs, remediation costs, investigation costs, and other expenses which result from or arise in any manner whatsoever out of the use, storage, treatment, transportation, release, or disposal of Hazardous Materials on or about the Premises by Tenant or Tenant's Agents after the Effective Date.

B. If the presence of Hazardous Materials on the Premises caused by Tenant or Tenant's Agents after the Effective Date results in contamination or deterioration of water or soil resulting in a level of contamination greater than the levels established as acceptable by any governmental agency having jurisdiction over such contamination, then Tenant shall promptly take any and all action necessary to investigate and remediate such contamination if required by Law or as a condition to the issuance or continuing effectiveness of any governmental approval which relates to the use of the Premises or any part thereof. Tenant shall further be solely responsible for, and shall defend, indemnify and hold Landlord and its agents harmless from and against, all claims, costs and liabilities, including attorneys' fees and costs, arising out of or in connection with any investigation and remediation required hereunder to return the Premises to its condition existing prior to the appearance of such Hazardous Materials.

C. Landlord and Tenant shall each give written notice to the other as soon as reasonably practicable of (i) any communication received from any governmental authority concerning Hazardous Materials which relates to the Premises, and (ii) any contamination of the Premises by Hazardous Materials which constitutes a violation of any Hazardous Materials Law. Tenant may use small quantities of household chemicals such as adhesives, lubricants, and cleaning fluids in order to conduct its business at the Premises and such other Hazardous Materials as are necessary for the operation of Tenant's business of which Landlord receives notice prior to such Hazardous Materials being brought onto the Premises and which Landlord consents in writing may be brought onto the Premises. At any time during the Lease Term, Tenant shall, within five days after written request therefore received from Landlord, disclose in writing all Hazardous Materials that are being used by Tenant on the Premises, the nature of such use, and the manner of storage and disposal.

D. Landlord may cause testing wells to be installed on the Premises, and may cause the ground water to be tested to detect the presence of Hazardous Material by the use of such tests as are then customarily used for such purposes. If Tenant so requests, Landlord shall supply Tenant with copies of such test results. The cost of such tests and of the installation, maintenance, repair and replacement of such wells shall be paid by Tenant if such tests disclose the existence of

facts which give rise to liability of Tenant pursuant to its indemnity given in **Section 7.2A** or **Section 7.2B**.

E. As used herein, the term "Hazardous Material," means any hazardous or toxic substance, material or waste which is or becomes regulated by any local governmental authority, the State of Wisconsin or the United States Government. The term "Hazardous Material," includes, without limitation, petroleum products, asbestos, PCB's, and any material or substance which is (i) defined as a "hazardous waste" pursuant to Section 1004 of the Federal Resource Conservation and Recovery Act, 42 U.S.C. 6901 et seq. (42 U.S.C. 6903), or (ii) defined as a "hazardous substance" pursuant to Section 101 of the Comprehensive Environmental Response; Compensation and Liability Act, 42 U.S.C. 9601 et seq. (42 U.S.C. 9601). As used herein, the term "Hazardous Material Law" shall mean any statute, law, ordinance, or regulation of any governmental body or agency (including the U.S. Environmental Protection Agency and the Wisconsin Department of Natural Resources) which regulates the use, storage, release or disposal of any Hazardous Material.

F. The obligations of Landlord and Tenant under this **Section 7.2** shall survive the expiration or earlier termination of the Lease Term. The rights and obligations of Landlord and Tenant with respect to issues relating to Hazardous Materials are exclusively established by this **Section 7.2**. In the event of any inconsistency between any other part of this Lease and this **Section 7.2**, the terms of this **Section 7.2** shall control.

G. All contamination of the Property with Hazardous Materials other than that described in **Section 7.2A** and **Section 7.2B** shall be the responsibility of Landlord, which shall indemnify, defend upon demand with counsel reasonably acceptable to Tenant, and hold harmless Tenant from and against any liabilities, losses, claims, damages, lost profits, consequential damages, interest, penalties, fines, monetary sanctions, attorneys' fees, experts' fees, court costs, remediation costs, investigation costs, and other expenses which result from or arise in any manner whatsoever out of the same.

7.3 Utilities: Tenant shall promptly pay, as the same become due, all charges for water, gas, electricity, telephone, sewer service, waste pick up and any other utilities, materials or services furnished directly to or used by Tenant on or about the Premises during the Lease Term, including, without limitation, (i) meter, use and/or connection fees, hook up fees, or standby fee (excluding any connection fees or hook up fees which relate to making the existing electrical, gas, and water service available to the Premises as of the Effective Date), and (ii) penalties for discontinued or interrupted service.

7.4 Compliance with Governmental Regulations: Tenant shall comply with all rules, regulations and requirements promulgated by national, state or local governmental agencies or utility suppliers concerning the use of utility services, including any rationing, limitation or other control. Tenant shall not be entitled to terminate this Lease nor to any abatement in rent by reason of such compliance.

ARTICLE 8
OPERATING EXPENSES

8.1 Tenant's Obligation to Reimburse: As a part of the Rent, on the twentieth (20th) day of each calendar month, Tenant shall reimburse Operating Expenses by paying a Monthly Expense Payment as set forth in **Exhibit B**. Tenant shall pay the Monthly Expense Payment as follows: (a) Landlord shall deliver Landlord's reasonable estimate of the Operating Expenses it anticipates will be paid or incurred for the Landlord's fiscal year in question (the "Estimate") at least sixty (60) days prior to the commencement of each Lease Year following the first Lease Year; (b) during such Lease Year, Tenant shall pay the Monthly Estimated Expense Payment as per the Estimate in advance in monthly installments; and (c) within 90 days after the end of each Lease Year, Landlord shall furnish to Tenant a statement of the actual Operating Expenses paid or incurred by Landlord during the preceding Lease Year ("Statement") and thereupon there shall be an adjustment between Landlord and Tenant, with payment to Landlord or credit by Landlord against the next Rent, as the case may require, within 10 days after delivery by Landlord to Tenant of said statement, so that Landlord shall receive the entire amount of the annual operating expenses shown on the Statement and no more. Tenant shall have the right at its expense, exercisable upon reasonable prior written notice to Landlord, to inspect at Landlord's office during normal business hours Landlord's books and records as they relate to Operating Expenses. Such inspection must be within a reasonable time period after Tenant's receipt of the Statement. Tenant may not withhold payment of such bill pending completion of such inspection, and prior payment of the amount shown by the Statement is a pre condition to inspection.

8.2 Operating Expenses Defined: The term "Operating Expenses" shall mean the following:

A. All costs and expenses paid or incurred by Landlord in carrying out the Landlord's maintenance responsibility under **Section** 6.3, except that Landlord will not be entitled to reimbursement of capital expenses except under the circumstances set forth in **Section 5.4**. As used herein, "capital expenses" means and includes replacement of the roof and/or the HVAC system and any other matter which would be considered a capital expenditure pursuant to generally accepted accounting principles as consistently applied by Landlord in its reasonable discretion.

B. All costs and expenses paid or incurred by Landlord in regard to the following: (i) maintenance of the liability, fire and property damage insurance covering the Premises carried by Landlord pursuant to **Section 9.2** (including the prepayment of premiums for coverage of up to one year); (ii) non capital repairs, inspection, and servicing of the roof if performed by Landlord; (iii) maintaining, repairing, inspecting, and operating the HVAC equipment, utility facilities and other building service equipment (but not including capital expense); (iv) complying with all applicable Laws and Private Restrictions; (vi) operating, maintaining, repairing, cleaning, painting, restriping and resurfacing (but not replacing) the parking area; (vii) replacement or installation of lighting fixtures, directional or other signs and signals, irrigation systems, trees, shrubs, ground cover and other plant materials, and all landscaping in the outside area.

C. The following costs: (i) Real Property Taxes as defined in **Section 8.3**; (ii) the amount of any "deductible" paid by Landlord with respect to damage caused by any Insured

Peril; (iii) the cost to repair damage caused by an Uninsured Peril up to a maximum amount in any 12 month period equal to 2% of the replacement cost of the buildings or other improvements damaged; and (iv) that portion of all compensation (including benefits and premiums for workers' compensation and other insurance) paid to or on behalf of employees of Landlord but only to the extent they are involved in the performance of the work described by **Section 8.2A** and **Section 8.2B**. Landlord and Tenant shall cooperate to reduce or eliminate any Real Estate Taxes to the greatest extent feasible based on their non profit and charitable status.

D. All additional costs and expenses incurred by Landlord with respect to the operation, protection, maintenance, repair and replacement of the Premises which would be considered a current expense (and not a capital expenditure) pursuant to generally accepted accounting principles; provided, however, that Operating Expenses shall not include any of the following: (i) payments on any loans affecting the Premises; (ii) depreciation of any buildings or any major systems of building service equipment within the Premises; (iii) any cost incurred in complying with Hazardous Materials Laws, which subject is governed exclusively by **Section 7.2**; and (iv) any fees for management services, which are part of the Base Rent.

8.3 Real Property Taxes Defined: The term "Real Property Taxes" shall mean all taxes, assessments, levies, and other charges of any kind or nature whatsoever, general and special, foreseen and unforeseen (including all installments of principal and interest required to pay any existing or future general or special assessments for public improvements, services or benefits, and any increases resulting from reassessments resulting from a change in ownership, new construction, or any other cause), now or hereafter imposed by any governmental or quasi governmental authority or special district having the direct or indirect power to tax or levy assessments, which are levied or assessed against, or with respect to the value, occupancy or use of all or any portion of the Premises (as now constructed or as may at any time hereafter be constructed, altered, or otherwise changed) or Landlord's interest therein, the fixtures, equipment and other property of Landlord, real or personal, that are an integral part of and located on the Premises, the gross receipts, income, or rentals from the Premises, or the use of parking areas, public utilities, or energy within the Premises, or Landlord's business of leasing the Premises. If at any time during the Lease Term the method of taxation or assessment of the Premises prevailing as of the Effective Date shall be altered so that in lieu of or in addition to any Real Property Tax described above there shall be levied, assessed or imposed (whether by reason of a change in the method of taxation or assessment, creation of a new tax or charge, or any other cause) an alternate or additional tax or charge (i) on the value, use or occupancy of the Premises or Landlord's interest therein, or (ii) on or measured by the gross receipts, income or rentals from the Premises, on Landlord's business of leasing the Premises, or computed in any manner with respect to the operation of the Premises, then any such tax or charge, however designated, shall be included within the meaning of the term "Real Property Taxes" for purposes of this Lease. If any Real Property Tax is based upon property or rents unrelated to the Premises, then only that part of such Real Property Tax that is fairly allocable to the Premises shall be included within the meaning of the term "Real Property Taxes". Notwithstanding the foregoing, the term "Real Property Taxes" shall not include estate, inheritance, transfer, gift or franchise taxes of Landlord or any federal or state net income tax imposed on Landlord's income from all sources.

ARTICLE 9
INSURANCE

9.1 Tenant's Insurance: Tenant shall maintain insurance complying with all of the following:

A. Tenant shall procure, pay for and keep in full force and effect the following:

(1) Commercial general liability insurance, including property damage, against liability for personal injury, bodily injury, death and damage to property occurring in or about, or resulting from an occurrence in or about, the Premises with combined single limit coverage of not less than the amount of Tenant's Liability Insurance Minimum specified in the Summary, which insurance shall contain a "contractual liability" endorsement insuring Tenant's performance of Tenant's obligation to indemnify Landlord contained in **Section 10.3**;

(2) Fire and property damage insurance in so called "all risk" form insuring Tenant's Trade Fixtures and Tenant's Alterations for the full actual replacement cost thereof;

(3) Such other insurance that is either (i) required by any Lender, or (ii) reasonably required by Landlord and customarily carried by tenants of similar property in similar businesses.

B. Where applicable and required by Landlord, each policy of insurance required to be carried by Tenant pursuant to this **Section 9.1**: (i) shall name Landlord and such other parties in interest as Landlord reasonably designates as additional insured; (ii) shall be primary insurance which provides that the insurer shall be liable for the full amount of the loss up to and including the total amount of liability set forth in the declarations without the right of contribution from any other insurance coverage of Landlord; (iii) shall be in a form satisfactory to Landlord; (iv) shall be carried with companies reasonably acceptable to Landlord; (v) shall provide that such policy shall not be subject to cancellation, lapse or change except after at least 30 days prior written notice to Landlord so long as such provision of 30 days notice is reasonably obtainable, but in any event not less than 10 days prior written notice; (vi) shall not have a "deductible" in excess of such amount as is approved by Landlord; (vii) shall contain a cross liability endorsement; and (viii) shall contain a "severability" clause. If Tenant has in full force and effect a blanket policy of liability insurance with the same coverage for the Premises as described above, as well as other coverage of other premises and properties of Tenant, or in which Tenant has some interest, such blanket insurance shall satisfy the requirements of this **Section 9.1.**

C. A copy of each paid up policy evidencing the insurance required to be carried by Tenant pursuant to this **Section 9.1** (appropriately authenticated by the insurer) or a certificate of the insurer, certifying that such policy has been issued, providing the coverage required by this **Section 9.1**, and containing the provisions specified herein, shall be delivered to Landlord prior to the time Tenant or any of its Agents enters the Premises and upon renewal of such policies, but prior to the expiration of the term of such coverage. Landlord may, at any time, and from time to time, inspect and/or copy any and all insurance policies required to be procured by Tenant pursuant to this **Section 9.1**. If any Lender or insurance advisor reasonably determines

at any time that the amount of coverage required for any policy of insurance Tenant is to obtain pursuant to this **Section 9.1** is not adequate, then Tenant shall increase such coverage for such insurance to such amount as such Lender or insurance advisor reasonably deems adequate, not to exceed the level of coverage for such insurance commonly carried by comparable businesses similarly situated.

9.2 Landlord's Insurance: Landlord shall have the following obligations and options regarding insurance:

A. Landlord shall maintain a policy or policies of fire and property damage insurance in so called "all risk" form insuring Landlord (and such others as Landlord may designate) against loss of Rents for a period of not less than 12 months and from physical damage to the Premises with coverage of not less than the full replacement cost thereof. Landlord may so insure the Premises separately, or may insure the Premises with other property owned by Landlord which Landlord elects to insure together under the same policy or policies. Landlord shall not be required to cause such insurance to cover any Trade Fixtures or Tenant's Alterations of Tenant.

B. Landlord may maintain a policy or policies of commercial general liability insurance insuring Landlord (and such others as are designated by Landlord) against liability for personal injury, bodily injury, death and damage to property occurring or resulting from an occurrence in, on or about the Premises, with combined single limit coverage in such amount as Landlord from time to time determines is reasonably necessary for its protection.

C. Landlord shall maintain such insurance as is required by its Lender. To the extent that any of the insurance requirements herein conflict with the insurance requirements of Landlord's Lender, the insurance requirements of the Lender shall control.

9.3 Tenant's Obligation to Reimburse: If Landlord's insurance rates for the Building are increased at any time during the Lease Term as a result of the nature of Tenant's use of the Premises, Tenant shall reimburse Landlord for the full amount of such increase immediately upon receipt of a bill from Landlord therefore.

9.4 Release and Waiver of Subrogation: The parties hereto release each other, and their respective agents and employees, from any liability for injury to any person or damage to property that is caused by or results from any risk insured against under any valid and collectible insurance policy carried by either of the parties which contains a waiver of subrogation by the insurer and is in force at the time of such injury or damage; subject to the following limitations: (i) the foregoing provision shall not apply to the commercial general liability insurance described by subparagraphs **Section 9.1A** and **Section 9.2B**; (ii) such release shall apply to liability resulting from any risk insured against or covered by self insurance maintained or provided by Tenant to satisfy the requirements of §9.1 to the extent permitted by this Lease; and (iii) Tenant shall not be released from any such liability to the extent any damages resulting from such injury or damage are not covered by the recovery obtained by Landlord from such insurance, but only if the insurance in question permits such partial release in connection with obtaining a waiver of subrogation from the insurer. This release shall be in effect only so long as the applicable insurance policy contains a clause to the effect that this release shall not affect the right of the insured to recover under such policy. Each party shall use reasonable efforts to cause each insurance policy obtained by it to

provide that the insurer waives all right of recovery by way of subrogation against the other party and its agents and employees in connection with any injury or damage covered by such policy. However, if any insurance policy cannot be obtained with such a waiver of subrogation, or if such waiver of subrogation is only available at additional cost and the party for whose benefit the waiver is to be obtained does not pay such additional cost, then the party obtaining such insurance shall notify the other party of that fact and thereupon shall be relieved of the obligation to obtain such waiver of subrogation rights from the insurer with respect to the particular insurance involved.

ARTICLE 10
LIMITATION ON LANDLORD'S LIABILITY AND INDEMNITY

10.1 Limitation on Landlord's Liability: Landlord shall not be liable to Tenant, nor shall Tenant be entitled to terminate this Lease or to any abatement of rent (except as expressly provided otherwise herein), for any injury to Tenant or Tenant's Agents, damage to the property of Tenant or Tenant's Agents, or loss to Tenant's business resulting from any cause, including without limitation any: (a) failure, interruption or installation of any HVAC or other utility system or service; (b) failure to furnish or delay in furnishing any utilities or services when such failure or delay is caused by fire or other peril, the elements, labor disturbances of any character, or any other accidents or other conditions beyond the reasonable control of Landlord; (c) limitation, curtailment, rationing or restriction on the use of water or electricity, gas or any other form of energy or any services or utility serving the Premises; (d) vandalism or forcible entry by unauthorized persons or the criminal act of any person; or (e) penetration of water into or onto any portion of the Premises or the Building through roof leaks or otherwise. Notwithstanding the foregoing but subject to **Section 9.4**, Landlord shall be liable for any such injury, damage or loss which is proximately caused by Landlord's willful misconduct or gross negligence of which Landlord has actual notice and a reasonable opportunity to cure but which it fails to so cure.

10.2 Limitation on Tenant's Recourse: The obligations of Landlord shall not constitute personal obligations of the officers, directors, trustees, partners, joint venturers, members, owners, stockholders, or other principals or representatives of such business entity; and (ii) Tenant shall not have recourse to the assets of such officers, directors, trustees, partners, joint venturers, members, owners, stockholders, principals or representatives except to the extent of their interest in the Premises. Tenant shall have recourse only to the interest of Landlord in the Premises for the satisfaction of the obligations of Landlord and shall not have recourse to any other assets of Landlord for the satisfaction of such obligations.

10.3 Indemnification of Landlord: Tenant shall hold harmless, indemnify and defend Landlord, and its employees, agents and contractors, with competent counsel reasonably satisfactory to Landlord (and Landlord agrees to accept counsel that any insurer requires be used), from all liability, penalties, losses, damages, costs, expenses, causes of action, claims and/or judgments arising by reason of any death, bodily injury, personal injury or property damage resulting from (i) any cause or causes whatsoever occurring in or about or resulting from an occurrence in or about the Premises during the Lease Term, other than such cause or causes arising out of the gross negligence or willful misconduct of Landlord, its agents, employees and contractors; or (ii) the grossly negligent or willful misconduct of Tenant or its agents, employees and contractors, wherever the same may occur. The provisions of this **Section 10.3** shall survive the expiration or sooner termination of this Lease.

10.4 Indemnification of Tenant: Landlord shall hold harmless, indemnify and defend Tenant, and its employees, agents and contractors, with competent counsel reasonably satisfactory to Tenant (and Tenant agrees to accept counsel that any insurer requires be used), from all liability, penalties, losses, damages, costs, expenses, causes of action, claims and/or judgments arising by reason of any death, bodily injury, personal injury or property damage resulting from: (i) Landlord or its agents, employees and contractors acts or omissions, or (ii) Tenant's acts or omissions but only if and to the extent that Tenant is not required under **Section 10.3** to indemnify and defend Landlord. The provisions of this **Section 10.4** shall survive the expiration or sooner termination of this Lease.

ARTICLE 11
DAMAGE TO PREMISES

11.1 Landlord's Duty to Restore: If the Premises are damaged by any peril after the Effective Date, Landlord shall restore the Premises unless the Lease is terminated by Landlord pursuant to **Section 11.2** or by Tenant pursuant to **Section 11.3**. If this Lease is terminated pursuant to either **Section 11.2** or **Section 11.3**, then all insurance proceeds available from insurance carried by Tenant which covers loss to property that is Landlord's property or would become Landlord's property on termination of this Lease shall be paid to and become the property of Landlord. If this Lease is not so terminated, then upon receipt of the insurance proceeds (if the loss is covered by insurance) and the issuance of all necessary governmental permits, Landlord shall commence and diligently prosecute to completion the restoration of the Premises, to the extent then allowed by Law, to substantially the same condition in which the Premises were immediately prior to such damage. Landlord's obligation to restore shall be limited to the Premises and interior improvements constructed by Landlord as they existed as of the Effective Date, excluding any Tenant's Alterations, Trade Fixtures and/or personal property constructed or installed by Tenant in the Premises. Tenant shall forthwith replace or fully repair all Tenant's Alterations and Trade Fixtures installed by Tenant and existing at the time of such damage or destruction, and all insurance proceeds received by Tenant from the insurance carried by it pursuant to **Section 9.1.A(2)** shall be used for such purpose.

11.2 Landlord's Right to Terminate: Landlord shall have the right to terminate this Lease in the event any of the following occurs, which right may be exercised only by delivery to Tenant of a written notice of election to terminate within 30 days after the date of such damage:

A. Either the Premises or the Building is damaged by an Insured Peril to such an extent that the estimated cost to restore exceeds twenty five percent (25%) of the then actual replacement cost thereof;

B. Either the Premises or the building where the school is located is damaged by an Uninsured Peril, except that that Landlord may not terminate this Lease pursuant to this **Section 11.2B** if one or more tenants of the Premises agree in writing to pay the amount by which the cost to restore the damage exceeds the net insurance proceeds and subsequently deposits such amount with Landlord within 30 days after Landlord has notified Tenant of its election to terminate this Lease;

C. The Premises are damaged by any peril within 12 months of the last day of the Lease Term to such an extent that the estimated cost to restore equals or exceeds an amount equal to six times the Base Rent then due; or

D. Either the Premises or the building where the school is located is damaged by any peril and, because of the Laws then in force, (i) cannot be restored at reasonable cost to substantially the same condition in which it was prior to such damage, or (ii) cannot be used for the same use being made thereof before such damage if restored as required by this Article.

E. As used herein, the following terms shall have the following meanings: (i) the term "Insured Peril" shall mean a peril actually insured against for which the insurance proceeds actually received by Landlord are sufficient to restore the Premises under then existing building codes to the condition existing immediately prior to the damage; and (ii) the term "Uninsured Peril" shall mean any peril which is not an Insured Peril. Notwithstanding the foregoing, if the "deductible" for earthquake or flood insurance exceeds 2% of the replacement cost of the improvements insured, such peril shall be deemed an "Uninsured Peril".

11.3 Tenant's Right to Terminate: If the Premises are damaged by any peril and Landlord does not elect to terminate this Lease or is not entitled to terminate this Lease pursuant to Section **11.2**, then as soon as reasonably practicable, Landlord shall furnish Tenant with the written opinion of Landlord's architect or construction consultant as to when the restoration work required of Landlord may be completed. Tenant shall have the right to terminate this Lease in the event any of the following occurs, which right may be exercised only by delivery to Landlord of a written notice of election to terminate within 7 days after Tenant receives from Landlord the estimate of the time needed to complete such restoration.

A. The Premises are damaged by any peril and, in the reasonable opinion of Landlord's architect or construction consultant, the restoration of the Premises cannot be substantially completed within 270 days after the date of such damage; or

B. The Premises are damaged by any peril within 12 months of the last day of the Lease Term and, in the reasonable opinion of Landlord's architect or construction consultant, the restoration of the Premises cannot be substantially completed within 90 days after the date of such damage and such damage renders unusable more than 30% of the Premises.

11.4 Abatement of Rent: In the event of damage to the Premises which does not result in the termination of this Lease, the Base Rent, the Monthly Expense Payment and the Additional Rent shall be temporarily abated during the period of restoration in proportion to the degree to which Tenant's use of the Premises is impaired by such damage. Tenant shall not be entitled to any compensation or damages from Landlord for loss of Tenant's business or property or for any inconvenience or annoyance caused by such damage or restoration.

11.5 Exception for Lender: Notwithstanding any terms or provisions herein to the contrary, the provisions of this **Article 11** shall be subject and subordinate to the applicable casualty provisions in the Security Instrument. In the event the holder of any indebtedness secured by any Security Instrument covering the Premises requires, after a casualty, that the insurance proceeds be applied to such indebtedness, then Landlord shall have the right to terminate this Lease

by delivering written notice of termination to Tenant within fifteen (15) days after such requirement is made by any such holder, whereupon all rights and obligations hereunder shall cease and terminate.

ARTICLE 12
CONDEMNATION

12.1 Landlord's Termination Right: Landlord shall have the right to terminate this Lease if, as a result of a taking by means of the exercise of the power of eminent domain (including a voluntary sale or transfer by Landlord to a condemnor under threat of condemnation), (a) all or any part of the Premises is so taken, or (b) more than 10% of the leasable area of the building where the school is located is so taken. Any such right to terminate by Landlord must be exercised within a reasonable period of time, to be effective as of the date possession is taken by the condemnor.

12.2 Tenant's Termination Right: Tenant shall have the right to terminate this Lease if, as a result of any taking by means of the exercise of the power of eminent domain (including any voluntary sale or transfer by Landlord to any condemnor under threat of condemnation), 10% or more of the Premises is so taken and that part of the Premises that remains cannot be restored within a reasonable period of time and thereby made reasonably suitable for the continued operation of the Tenant's business. Tenant must exercise such right within a reasonable period of time, to be effective on the date that possession of that portion of the Premises that is condemned is taken by the condemnor.

12.3 Restoration and Abatement of Rent: If any part of the Premises is taken by condemnation and this Lease is not terminated, then Landlord shall restore the remaining portion of the Premises and interior improvements constructed by Landlord as they existed as of the Effective Date, excluding any Tenant's Alterations, Trade Fixtures and/or personal property constructed or installed by Tenant. Thereafter, except in the case of a temporary taking, as of the date possession is taken the Base Rent and Monthly Expense Payment shall be reduced in the same proportion that the floor area of that part of the Premises so taken (less any addition thereto by reason of any reconstruction) bears to the original floor area of the Premises.

12.4 Temporary Taking: If any portion of the Premises is temporarily taken for one year or less, this Lease shall remain in effect. If any portion of the Premises is temporarily taken by condemnation for a period which exceeds one year or which extends beyond the natural expiration of the Lease Term, and such taking materially and adversely affects Tenant's ability to use the Premises for the Permitted Use, then Tenant shall have the right to terminate this Lease, effective on the date possession is taken by the condemnor.

12.5 Division of Condemnation Award: Any award made as a result of any condemnation of the Premises shall belong to and be paid to Landlord, and Tenant hereby assigns to Landlord all of its right, title and interest in any such award; provided, however, that Tenant shall be entitled to receive any condemnation award that is made directly to Tenant for the following so long as the award made to Landlord is not thereby reduced: (a) for the taking of personal property or Trade Fixtures belonging to Tenant; (b) for the interruption of Tenant's business or its moving costs; (c) for loss of Tenant's goodwill; or (d) for any temporary taking

where this Lease is not terminated as a result of such taking. The rights of Landlord and Tenant regarding any condemnation shall be determined as provided in this Article.

12.6 Exception for Lender: Notwithstanding any contrary provisions hereof, this Section is subject and subordinate to the applicable condemnation provisions in any applicable Security Instrument. If the holder of any indebtedness secured by a Security Instrument on the Premises requires, after a condemnation, that the insurance proceeds be applied to such indebtedness, then Landlord shall have the right to terminate this Lease by delivering written notice of termination to Tenant within fifteen (15) days after Lender's notice, whereupon all rights and obligations hereunder shall cease and terminate.

ARTICLE 13
DEFAULT AND REMEDIES

13.1 Events of Tenant's Default: Tenant shall be in default of its obligations under this Lease if any of the following events occurs (an "Event of Tenant's Default"):

A. Tenant fails to pay Rent when due, and the failure continues after Landlord gives Tenant five (5) business days written notice specifying the default; or

B. Tenant fails to perform any term, covenant, or condition of this Lease except those requiring the payment of Rent, and Tenant fails to cure such breach within (1) in the case of failures which are defined herein as a breach and have a specified amount of time to cure, within the time specified; or (b) in all other cases, within thirty (30) days after written notice from Landlord specifying the nature of such breach (except that such time shall be extended a reasonable period of time if the default is such that more than thirty days are reasonably required to effectuate a cure.

C. Tenant fails to deliver documents required of it pursuant to **Section 15.4** or **Section 15.6** within the time periods specified therein.

D. Tenant becomes bankrupt, insolvent or files any debtor proceeding, takes or has taken against Tenant any petition of bankruptcy; takes action or has taken action against Tenant for the appointment of a receiver for all or a portion of Tenant's assets; files a petition for a corporate reorganization; makes an assignment for the benefit of creditors, or if in any other manner Tenant's interest hereunder shall pass to another by operation of law.

13.2 Landlord's Remedies: If an Event of Tenant's Default occurs, Landlord shall have the following remedies, in addition to all other rights and remedies provided by any Law or otherwise provided in this Lease, to which Landlord may resort cumulatively or in the alternative:

A. Landlord may keep this Lease in effect and enforce by an action at law or in equity all of its rights and remedies under this Lease, including (i) the right to recover the rent and other sums as they become due by appropriate legal action; (ii) the right to make payments required of Tenant or perform Tenant's obligations and be reimbursed by Tenant for the cost thereof with interest at the Agreed Interest Rate from the date the sum is paid by Landlord until Landlord is reimbursed by Tenant; and (iii) the remedies of injunctive relief and specific performance to compel Tenant to perform its obligations under this Lease. Notwithstanding

anything contained in this Lease, in the event of a breach of an obligation by Tenant which results in a condition which poses an imminent danger to safety of persons or damage to property, an unsightly condition visible from the exterior of the Building, or a threat to insurance coverage, then if Tenant does not cure such breach within 3 days after delivery to it of written notice from Landlord identifying the breach, Landlord may cure the breach of Tenant and be reimbursed by Tenant for the cost thereof with interest at the Agreed Interest Rate from the date the sum is paid by Landlord until Landlord is reimbursed by Tenant.

B. Landlord may enter the Premises and release them to third parties for Tenant's account for any period, whether shorter or longer than the remaining Lease Term. Tenant shall be liable immediately to Landlord for all costs Landlord incurs in releasing the Premises, including brokers' commissions, expenses of altering and preparing the Premises required by the releasing. Tenant shall pay to Landlord the rent and other sums due under this Lease on the date the rent is due, less the rent and other sums Landlord received from any releasing. No act by Landlord allowed by this subparagraph shall terminate this Lease unless Landlord notifies Tenant in writing that Landlord elects to terminate this Lease. Notwithstanding any releasing without termination, Landlord may later elect to terminate this Lease because of the default by Tenant.

C. Landlord may terminate this Lease by giving Tenant written notice of termination, in which event this Lease shall terminate on the date set forth for termination in such notice. Any termination under this **Section 13.2C** shall not relieve Tenant from its obligation to pay sums then due Landlord or from any claim against Tenant for damages or rent previously accrued or then accruing. In no event shall any one or more of the following actions by Landlord, in the absence of a written election by Landlord to terminate this Lease, constitute a termination of this Lease: (i) appointment of a receiver or keeper in order to protect Landlord's interest hereunder; (ii) consent to any subletting of the Premises or assignment of this Lease by Tenant, whether pursuant to the provisions hereof or otherwise; or (iii) any other action by Landlord or Landlord's Agents intended to mitigate the adverse effects of any breach of this Lease by Tenant, including without limitation any action taken to maintain and preserve the Premises or any action taken to relet the Premises or any portions thereof to the extent such actions do not affect a termination of Tenant's right to possession of the Premises.

D. In the event Tenant breaches this Lease and abandons the Premises, this Lease shall not terminate unless Landlord gives Tenant written notice of its election to so terminate this Lease. No act by or on behalf of Landlord intended to mitigate the adverse effect of such breach, including those described by **Section 13.2C**, shall constitute a termination of Tenant's right to possession unless Landlord gives Tenant written notice of termination. Should Landlord not terminate this Lease by giving Tenant written notice, Landlord may enforce all its rights and remedies under this Lease.

E. In the event Landlord terminates this Lease, Landlord shall be entitled, at Landlord's election, to damages. For purposes of computing damages, (i) an interest rate equal to the Agreed Interest Rate shall be used where permitted, and (ii) the term "rent" includes the Base Rent, the Monthly Expense Payment and Additional Rent. Such damages shall include:

(1) The worth at the time of award of the amount by which the unpaid rent for the balance of the term after the time of award exceeds the amount of such rental loss that

Tenant proves could be reasonably avoided, computed by discounting such amount at the discount rate of the Federal Reserve Bank of San Francisco at the time of award plus one percent (1%); and

(2) Any other amount necessary to compensate Landlord for all detriment proximately caused by Tenant's failure to perform Tenant's obligations under this Lease, or which in the ordinary course of things would be likely to result therefrom, including the following: (i) expenses for cleaning, repairing or restoring the Premises; (ii) expenses for altering, remodeling or otherwise improving the Premises for the purpose of reletting, including installation of leasehold improvements (whether such installation be funded by a reduction of rent, direct payment or allowance to a new tenant, or otherwise); (iii) broker's fees, advertising costs and other expenses of reletting the Premises; (iv) costs of carrying the Premises, such as taxes, insurance premiums, utilities and security precautions; (v) expenses in retaking possession of the Premises; and (vi) attorneys' fees and court costs incurred by Landlord in retaking possession of the Premises and in releasing the Premises or otherwise incurred as a result of Tenant's default.

F. Nothing in this **Section 13.2** shall limit Landlord's right to indemnification from Tenant as provided herein.

13.3 Bankruptcy Provisions: In the event of any bankruptcy, the following shall apply:

A. If Landlord shall not be permitted to terminate this Lease as hereinabove provided because of the provisions of Title 11 of the United States Code relating to Bankruptcy, as amended ("Bankruptcy Code"), then Tenant as a debtor in possession or any trustee for Tenant agrees promptly, within no more than thirty (30) days upon request by Landlord to the Bankruptcy Court, to assume or reject this Lease and Tenant on behalf of itself, and any trustee agrees not to seek or request any extension or adjournment of any application to assume or reject this Lease by Landlord with such court. In such event, Tenant or any trustee for Tenant may only assume this Lease if (a) it cures or provides adequate assurances that the trustees will promptly cure any default hereunder, (b) compensates or provides adequate assurance that Tenant will promptly compensate Landlord for any actual pecuniary loss to Landlord resulting from Tenant's default, and (c) provides adequate assurance of performance during the fully stated term hereof of all of the terms, covenants, and provisions of this Lease to be performed by Tenant. In no event after the assumption of this Lease shall any then existing default remain uncured for a period in excess of the earlier of ten (10) days or the time period set forth herein. Adequate assurance of performance of this Lease, as set forth hereinabove, shall include, without limitation, adequate assurance (1) of the source of rent reserved hereunder, and (2) the assumption of this Lease will not breach any provision hereunder.

B. If Tenant assumes this Lease and proposes to assign the same pursuant to the provisions of the Bankruptcy Code to any person or entity who shall have made a bona fide offer to accept an assignment of this Lease on terms acceptable to Tenant, then notice of such proposed assignment, setting forth (i) the name and address of such person, (ii) all of the terms and conditions of such offer, and (iii) the adequate assurance to be provided Landlord to assure such person's future performance under the Lease, including, without limitation, the assurance referred to in section 365(b)(3) of the Bankruptcy Code, shall be given to Landlord by the Tenant no later than twenty (20) days after receipt by the Tenant but in any event no later than ten (10) days prior to the date that the Tenant shall make application to a court of competent jurisdiction for authority

and approval to enter into such assignment and assumption, and Landlord shall thereupon have the prior right and option, to be exercised by notice to the Tenant given at any time prior to the effective date of such proposed assignment, to accept an assignment of this Lease upon the same terms and conditions and for the same consideration, if any, as the bona fide offer made by such person, less any brokerage commissions which may be payable out of the consideration to be paid by such person for the assignment of this Lease.

C. If this Lease is assigned to any person or entity pursuant to the provisions of the Bankruptcy Code any and all monies or other considerations payable or otherwise to be delivered to Landlord, shall be and remain the exclusive property of Landlord and shall not constitute property of Tenant or of the estate of the Tenant within the meaning of the Bankruptcy Code. Any and all monies or other considerations constituting the Landlord's property under the preceding sentence not paid or delivered to the Landlord shall be held in trust for the benefit of Landlord and shall be promptly paid to the Landlord.

D. Any person or entity to which this Lease is assigned pursuant to the provisions of the Bankruptcy Code shall be deemed without further act or deed to have assumed all of the obligations arising under this Lease on and after the date of such assignment. Any such assignee shall upon demand execute and deliver to Landlord an instrument confirming such assumption. Nothing contained in this section shall, in any way, constitute a waiver of the provisions of this Lease relating to assignment. Tenant shall not, by virtue of this section, have any further rights relating to assignment other than those granted in the Bankruptcy Code. Notwithstanding anything in this Lease to the contrary, all amounts payable by Tenant to or on behalf of Landlord under this Lease, whether or not expressly denominated as rent, shall constitute rent for the purpose of Section 502(b)(6) of the Bankruptcy Code. In the event of a filing of a petition under the Bankruptcy Code, Landlord shall have no obligation to provide Tenant with any services or utilities as herein required, unless Tenant shall have paid and be current in all payments of Operating Expenses, utilities or other charges therefor.

13.4 Waiver: One party's consent to or approval of any act by the other party requiring the first party's consent or approval shall not be deemed to waive or render unnecessary the first party's consent to or approval of any subsequent similar act by the other party. The receipt by Landlord of any rent or payment with or without knowledge of the breach of any other provision hereof shall not be deemed a waiver of any such breach unless such waiver is in writing and signed by Landlord. No delay or omission in the exercise of any right or remedy accruing to either party upon any breach by the other party under this Lease shall impair such right or remedy or be construed as a waiver of any such breach theretofore or thereafter occurring. The waiver by either party of any breach of any provision of this Lease shall not be deemed to be a waiver of any subsequent breach of the same or of any other provisions herein contained.

13.5 Limitation On Exercise of Rights: At any time that an Event of Tenant's Default has occurred and remains uncured, (i) it shall not be unreasonable for Landlord to deny or withhold any consent or approval requested of it by Tenant which Landlord would otherwise be obligated to give, and (ii) Tenant may not exercise any option to extend, right to terminate this Lease, or other right granted to it by this Lease which would otherwise be available to it.

ARTICLE 14
ASSIGNMENT AND SUBLETTING

14.1 Transfer By Tenant: The following provisions shall apply to any assignment, subletting or other transfer by Tenant or any subtenant or assignee or other successor in interest of the original Tenant (collectively referred to in this **Section 14.1** as "Tenant"):

A. Tenant shall not do any of the following (collectively referred to herein as a "Transfer"), whether voluntarily, involuntarily or by operation of law, without the prior written consent of Landlord, which consent shall not be unreasonably withheld or delayed: (i) sublet all or any part of the Premises or allow it to be sublet, occupied or used by any person or entity other than Tenant; (ii) assign its interest in this Lease; (iii) mortgage or encumber the Lease (or otherwise use the Lease as a security device) in any manner; or (iv) materially amend or modify an assignment, sublease or other transfer that has been previously approved by Landlord. Tenant acknowledges that (a) Landlord's consent to any sublease or assignment may be reasonably conditioned upon Landlord obtaining approval from its Lender, which approval may be granted or denied in the Lender's sole discretion, and that the failure to obtain such consent shall constitute a reasonable ground for the Landlord to withhold consent to any sublease or assignment; and (b) if any request for a sublease or assignment requires a change in the Permitted Use hereunder, Landlord may deny such permission in its sole discretion and such denial shall constitute a reasonable ground for withholding consent. Tenant shall reimburse Landlord for all reasonable costs and attorneys' fees incurred by Landlord in connection with the evaluation, processing, and/or documentation of any requested Transfer, whether or not Landlord's consent is granted. Landlord's reasonable costs shall include the cost of any review or investigation performed by Landlord or consultant acting on Landlord's behalf of (i) Hazardous Materials (as defined in **Section 7.2E** of this Lease) used, stored, released, or disposed of by the potential Subtenant or Assignee, and/or (ii) violations of Hazardous Materials Law (as defined in **Section 7.2E** of this lease) by the Tenant or the proposed Subtenant or Assignee. Any Transfer so approved by Landlord shall not be effective until Tenant has delivered to Landlord an executed counterpart of the document evidencing the Transfer which (i) is in a form reasonably approved by Landlord; (ii) contains the same terms and conditions as stated in Tenant's notice given to Landlord pursuant to **Section 14.1B**; and (iii) in the case of an assignment of the Lease, contains the agreement of the proposed transferee to assume all obligations of Tenant under this Lease arising after the effective date of such Transfer and to remain jointly and severally liable therefore with Tenant. Any attempted Transfer without Landlord's consent shall constitute an Event of Tenant's Default and shall be voidable at Landlord's option. Landlord's consent to any one Transfer shall not constitute a waiver of the provisions of this **Section 14.1** as to any subsequent Transfer or a consent to any subsequent Transfer. No Transfer, even with the consent of Landlord, shall relieve Tenant of its personal and primary obligation to pay the rent and to perform all of the other obligations to be performed by Tenant hereunder. The acceptance of rent by Landlord from any person shall not be deemed to be a waiver by Landlord of any provision of this Lease nor to be a consent to any Transfer.

B. Prior to the effective date of a proposed Transfer, Tenant shall give Landlord written notice of the proposed terms of such Transfer and request Landlord's approval, which notice shall include the following: (i) the name and legal composition of the proposed transferee; (ii) a current financial statement of the transferee, financial statements of the transferee

covering the preceding three years if and to the extent that they exist, and (if available) an audited financial statement of the transferee for a period ending not more than one year prior to the proposed effective date of the Transfer, all of which statements are prepared in accordance with generally accepted accounting principles; (iii) the nature of the proposed transferee's business; (iv) all consideration to be paid for the Transfer; and (v) a current financial statement of Tenant. Tenant shall provide such other information as may be reasonably requested by Landlord within seven (7) days after Landlord's receipt of notice from Tenant. Landlord shall respond in writing to Tenant's request for Landlord's consent to a Transfer within the later of (i) ten (10) days of receipt of such request together with the required accompanying documentation, or (ii) seven (7) days after Landlord's receipt of all information which Landlord reasonably requests within seven (7) days after it receives Tenant's first notice regarding the Transfer in question. If Landlord fails to respond in writing within said period, Landlord will be deemed to have withheld consent to such Transfer. Tenant shall immediately notify Landlord of any material modification to the proposed terms of such Transfer.

C. If Tenant is a corporation, the following shall be deemed a voluntary assignment of Tenant's interest in this Lease: (i) any dissolution, merger, consolidation, or other reorganization of or affecting Tenant, whether or not Tenant is the surviving corporation; and (ii) if the capital stock of Tenant is not publicly traded, the sale or transfer to one person or entity (or to any group of related persons or entities) stock possessing more than 50% of the total combined voting power of all classes of Tenant's capital stock issued, outstanding and entitled to vote for the election of directors. If Tenant is a partnership, any withdrawal or substitution (whether voluntary, involuntary or by operation of law, and whether occurring at one time or over a period of time) of any partner owning 25% or more (cumulatively) of any interest in the capital or profits of the partnership, or the dissolution of the partnership, shall be deemed a voluntary assignment of Tenant's interest in this Lease.

14.2 Transfer By Landlord: Landlord and its successors in interest shall have the right to transfer their interest in this Lease and the Premises at any time and to any person or entity. In the event of any such transfer, the Landlord originally named herein (and, in the case of any subsequent transfer, the transferor) from the date of such transfer, shall be automatically relieved, without any further act by any person or entity, of all liability for the performance of the obligations of the Landlord hereunder which may accrue after the date of such transfer. After the date of any such transfer, the term "Landlord" as used herein shall mean the transferee of such interest in the Premises.

ARTICLE 15
GENERAL PROVISIONS

15.1 Landlord's Right to Enter: Landlord and its agents may enter the Premises at any reasonable time after giving at least 24 hours' prior notice (and immediately in the case of emergency) to inspect, post notices, supply services, access in wall, floor or ceiling utility runs, or show the Premises. Landlord shall have the right to use any and all means Landlord may deem necessary and proper to enter the Premises in an emergency. Any entry into the Premises obtained by Landlord in accordance with this Section shall not be a forcible or unlawful entry into, or a detainer of, the Premises, or an eviction, actual or constructive, of Tenant from the Premises.

15.2 Surrender of the Premises: Upon the expiration or sooner termination of this Lease, Tenant shall vacate and surrender the Premises to Landlord in the same condition as existed at the Effective Date, except for (i) reasonable wear and tear which could not be avoided by the application of "best practices" for maintenance and preservation, (ii) damage caused by any peril or condemnation, and (iii) contamination by Hazardous Materials. Prior to the expiration or sooner termination of the Lease, Tenant shall (i) remove any Tenant's Alterations which Tenant is required to remove and repair all damage caused by such removal, and (ii) return the Premises or any part thereof to its original configuration existing as of the time the Premises were delivered to Tenant, except for tenant improvements installed by Landlord, if any.

15.3 Holding Over: This Lease shall terminate without further notice at the expiration of the Lease Term. Any holding over by Tenant after expiration of the Lease Term shall not constitute a renewal or extension of the Lease or give Tenant any rights in or to the Premises except as expressly provided in this Lease. Any holding over after such expiration with the written consent of Landlord shall be construed to be a tenancy from month to month on the same terms and conditions herein specified insofar as applicable except that the Base Rent shall be increased to an amount equal to 150% of the Base Rent payable during the last full calendar month of the Lease Term.

15.4 Subordination: The following provisions shall govern the relationship of this Lease to any Security Instrument:

A. The Lease is subject and subordinate to all Security Instruments existing as of the Effective Date. However, if any Lender so requires, this Lease shall become prior and superior to any such Security Instrument.

B. At Landlord's election, this Lease shall become subject and subordinate to any Security Instrument created after the Effective Date. Notwithstanding such subordination, Tenant's right to quiet possession of the Premises shall not be disturbed so long as Tenant is not in default and performs all of its obligations under this Lease, unless this Lease is otherwise terminated pursuant to its terms.

C. Tenant shall upon request execute any document or instrument reasonably required by any Lender to make this Lease either prior and superior or subordinate to a Security Instrument, which may include such other matters as the Lender customarily and reasonably requires in connection with such agreements.

15.5 Mortgagee Protection and Attornment: In the event of any default on the part of the Landlord, Tenant will give notice by registered mail to any Lender whose name has been provided to Tenant and shall offer such Lender a reasonable opportunity to cure the default, including time to obtain possession of the Premises by power of sale or judicial foreclosure or other appropriate legal proceedings, if such should prove necessary to effect a cure. Tenant shall attorn to any purchaser of the Premises at any foreclosure sale or private sale conducted pursuant to any Security Instrument encumbering the Premises, or to any grantee or transferee designated in any deed given in lieu of foreclosure. If any Lender or proposed Lender on the Premises shall require that this Lease be amended or supplemented in any manner, other than description of the Premises, Term, purpose, use, or Basic Rent, and so long as the change is not materially adverse to the interests of

Tenant, as determined by Landlord in its good faith and reasonable discretion, Tenant shall execute such Lease Amendment or Supplement as Landlord shall reasonably propose to set forth such modification or supplementation, within ten (10) days of notice, and failure to do so timely shall be an Event of Default hereunder without further notice.

15.6 Estoppel Certificates and Financial Statements: Each party agrees, following any request by the other party, to execute and deliver to the requesting party within fifteen (15) days an estoppel certificate: (i) certifying that this Lease is unmodified and in full force and effect or, if modified, stating the nature of such modification and certifying that this Lease, as so modified, is in full force and effect, (ii) stating the date to which the rent and other charges are paid in advance, if any, (iii) acknowledging that there are not, to the certifying party's knowledge, any uncured defaults on the part of any party hereunder or, if there are uncured defaults, specifying the nature of such defaults, and (iv) certifying such other information about the Lease as may be reasonably required by the requesting party. Failure to timely deliver a certificate shall be a conclusive admission that, as of the date of the request (i) this Lease is unmodified except as may be represented by the requesting party in said request and is in full force and effect, (ii) there are no uncured defaults in the requesting party's performance, and (iii) no rent has been paid more than 30 days in advance. At any time during the Lease Term Tenant shall, upon 15 days' prior written notice from Landlord, provide Tenant's most recent financial statement and financial statements covering the 24 month period prior to the date of such most recent financial statement to any existing Lender or to any potential Lender or buyer of the Premises.

15.7 Reasonable Consent: Whenever any party's approval or consent is required by this Lease before an action may be taken by the other party, such approval or consent shall not be unreasonably withheld, conditioned, or delayed, except as otherwise specified herein.

15.8 Notices: Any notice required or desired to be given regarding this Lease shall be in writing and may be given by personal delivery, by facsimile telecopy, by courier service, or by mail. A notice shall be deemed to have been given (i) on the third business day after mailing if such notice was deposited in the United States mail, certified or registered, postage prepaid, addressed to the party to be served at its Address for Notices specified in the Summary, (ii) when delivered if given by personal delivery, and (iii) in all other cases when actually received at the party's Address for Notices. Either party may change its address by giving notice of the same in accordance with this Section.

15.9 Attorneys' Fees: In the event either Landlord or Tenant shall bring any action or legal proceeding for an alleged breach of any provision of this Lease, to recover rent, to terminate this Lease or otherwise to enforce, protect or establish any term or covenant of this Lease, the prevailing party shall be entitled to recover as a part of such action or proceeding, or in a separate action brought for that purpose, reasonable attorneys' fees, court costs, and experts' fees as may be fixed by the court.

15.10 Miscellaneous: Should any provision of this Lease prove to be invalid or illegal, such invalidity or illegality shall in no way affect, impair or invalidate any other provision hereof, and such remaining provisions shall remain in full force and effect. Time is of the essence with respect to the performance of every provision of this Lease in which time of performance is a factor. This Lease shall, subject to the provisions regarding assignment, apply to and bind the

respective heirs, successors, executors, administrators and assigns of Landlord and Tenant. This Lease shall be construed and enforced in accordance with the laws of the State of Wisconsin. The language in all parts of this Lease shall in all cases be construed as a whole according to its fair meaning, and not strictly for or against either Landlord or Tenant. Tenant agree that it has had an opportunity to determine the actual area of the Premises, and all measurements of area contained in this Lease are conclusively agreed to be correct and binding upon the parties, even if a subsequent measurement of any one of these areas determines that it is more or less than the amount of area reflected in this Lease, and no subsequent remeasurement shall result in a change in any of the computations of rent, improvement allowances, or other matters described in this Lease.

15.11 Brokerage Commissions: Each party hereto (i) represents and warrants to the other that it has not had any dealings with any real estate brokers, leasing agents or salesmen, or incurred any obligations for the payment of real estate brokerage commissions or finder's fees which would be earned or due and payable by reason of the execution of this Lease, and (ii) agrees to indemnify, defend, and hold harmless the other party from any claim for any such commission or fees which result from the actions of the indemnifying party.

15.12 Force Majeure: Any prevention, delay or stoppage due to strikes, lock outs, inclement weather, labor disputes, inability to obtain labor, materials, fuels or reasonable substitutes therefore, governmental restrictions, regulations, controls, action or inaction, civil commotion, fire or other acts of God, and other causes beyond the reasonable control of the party obligated to perform (except financial inability) shall excuse the performance, for a period equal to the period of any said prevention, delay or stoppage, of any obligation hereunder except the obligation of Tenant to pay rent or any other sums due hereunder.

15.13 Entire Agreement and Amendment of this Lease: This Lease constitutes the entire agreement between the parties, and there are no binding agreements or representations between the parties except as expressed herein. Tenant acknowledges that neither Landlord nor Landlord's Agents has made any legally binding representation or warranty as to any matter except those expressly set forth herein. There are no oral agreements between Landlord and Tenant affecting this Lease, and this Lease supersedes and cancels any and all previous negotiations, arrangements, brochures, agreements and understandings, if any, between Landlord and Tenant or displayed by Landlord to Tenant with respect to the subject matter of this Lease. No subsequent change or addition to this Lease shall be binding unless in writing and signed by Landlord and Tenant.

15.14 Time of Essence: Time is of the essence of this Lease, and all provisions herein relating thereto shall be strictly construed.

15.15 Authority: The authorized signatory of Tenant executing this Lease on Tenant's behalf hereby make the following warranties and representations upon which Landlord is relying in agreeing to lease the Premises to Tenant in accordance with the terms of this Lease: (a) this Lease has been duly executed and delivered by Tenant and constitutes a legal, valid and binding obligation of Tenant enforceable in accordance with its terms; (b) the signatory of Tenant has been duly authorized by all necessary company action to execute the same, and that upon the execution hereof this Lease shall be the valid and binding obligation of Tenant; (c) no consent of any other party is required to be obtained by Tenant in connection with the execution, delivery or

performance of this Lease; (d) the execution, delivery and performance of this Lease will not violate any provision of any agreement to which Tenant is a party or which purports to be binding upon Tenant; and (e) Tenant has been duly organized, is validly existing and is in good standing in the state of its formation. These representations and warranties shall survive the termination of this Lease. The authorized signatory of Landlord executing this Lease on Landlord's behalf hereby make the following warranties and representations upon which Tenant is relying in agreeing to lease the Premises from Landlord in accordance with the terms of this Lease: (i) this Lease has been duly executed and delivered by Landlord and constitutes a legal, valid and binding obligation of Landlord enforceable in accordance with its terms; (ii) the signatory of Landlord has been duly authorized by all necessary company action to execute the same, and that upon the execution hereof this Lease shall be the valid and binding obligation of Landlord; (iii) no consent of any other party is required to be obtained by Landlord in connection with the execution, delivery or performance of this Lease; (iv) the execution, delivery and performance of this Lease will not violate any provision of any agreement to which Landlord is a party or which purports to be binding upon Landlord; and (v) Landlord has been duly organized, is validly existing and is in good standing in the state of its formation. These representations and warranties shall survive the termination of this Lease.

15.16 Counterparts: This Lease may be executed by facsimile and/or simultaneously in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. The exchange of copies of this Lease and of signature pages by PDF e-mail shall constitute effective execution and delivery of this Lease as to the parties and may be used in lieu of the original Lease for all purposes. Signatures of the parties transmitted by PDF shall be deemed to be their original signatures for all purposes. No party hereto shall raise the use of a facsimile machine or PDF email to deliver a signature hereto or to any notice delivered hereunder, or the fact that any signature or agreement or instrument was transmitted or communicated through the use of a facsimile machine or PDF email, as a defense to the formation of a contract, and each such party forever waives any such defense.

15.17 JURY WAIVER: LANDLORD AND TENANT HEREBY IRREVOCABLY WAIVE ANY RIGHT TO TRIAL BY JURY IN ANY ACTION, SUIT, OR PROCEEDING ARISING OUT OF OR IN CONNECTION WITH THIS LEASE AND AGREE THAT ANY SUCH ACTION, SUIT, OR PROCEEDING SHALL BE TRIED BEFORE A COURT.

15.18 LIMITED LIABILITY OF TENANT: THE SOURCE OF PAYMENT FOR THE OBLIGATIONS OF THE TENANT UNDER THIS LEASE WILL BE LIMITED SOLELY AND EXCLUSIVELY TO ASSETS AND REVENUES DERIVED FROM OPERATIONS PURSUANT TO THE ROCKETSHIP STELLAR ELEMENTARY CHARTER AND ANY OTHER CHARTER SCHOOL OPERATED BY TENANT IN THE PREMISES. AS USED HEREIN, THE "ROCKETSHIP STELLAR ELEMENTARY CHARTER" MEANS THE CHARTER CONSENTED TO BY THE CITY OF MILWAUKEE ACTING BY ITS COMMON COUNCIL ON OR ABOUT [] PURSUANT TO THAT CERTAIN CHARTER SCHOOL CONTRACT, TOGETHER WITH ANY SUBSEQUENT RENEWAL, EXTENSION OR MODIFICATION THEREOF AND ANY ALTERNATIVE CHARTER SCHOOL AUTHORITY APPROVED WITH RESPECT THERETO, AS ASSIGNED BY THE CITY OF MILWAUKEE OR THE STATE OF WISCONSIN. THE LANDLORD ACKNOWLEDGES AND AGREES THAT EXCEPT AS EXPRESSLY SET FORTH IN THIS LEASE, NO OTHER ASSETS OR

REVENUES OF ROCKETSHIP EDUCATION OR OF ROCKETSHIP EDUCATION WISCONSIN, INC. SHALL BE AVAILABLE TO SATISFY THE TENANT'S OBLIGATIONS UNDER THIS LEASE.

IN ANY ACTION OR PROCEEDING BROUGHT BY THE LANDLORD, ANY CREDITOR OF THE LANDLORD OR THEIR ASSIGNEES TO ENFORCE RIGHTS UNDER THIS LEASE WITH RESPECT TO THE SECURITY INSTRUMENT OR OTHERWISE, THE LANDLORD, ANY CREDITOR OF LANDLORD OR THEIR RESPECTIVE ASSIGNEES EXPRESSLY WAIVE OR ARE DEEMED TO WAIVE ALL RIGHTS WHATSOEVER TO SEEK TO OBTAIN OR OBTAIN ANY DEFICIENCY JUDGMENT OR OTHER JUDICIAL OR INTERIM RELIEF OR REMEDIES, AT LAW OR IN EQUITY, AGAINST ROCKETSHIP EDUCATION, ROCKETSHIP EDUCATION WISCONSIN, INC. OR ANY OF THEIR RESPECTIVE AFFILIATES EXCEPT AS SET FORTH IN THE PRECEDING PARAGRAPH.

[SIGNATURES ARE ON THE FOLLOWING PAGE]

IN WITNESS WHEREOF, the parties have executed this Lease as of the day and year first above written.

LANDLORD:
Launchpad Development Milwaukee Three LLC

By: **Launchpad Development Company**,
its sole member

By: _____
Name: _____
Its: _____

TENANT:
Rocketship Education Wisconsin, Inc.

By: _____
Its: _____
Printed Name: _____

EXHIBIT B
ADDITIONAL TERMS AND PROVISIONS

1. **Term:** Unless otherwise extended as set forth below or terminated as provided in the Lease, the lease term shall begin on the Effective Date and continue through and including December 31, 2036 (the "Initial Lease Term"). In addition, Tenant has two (2) options (each a "Renewal Option") to extend the Initial Lease Term for a period of ten (10) years each (each a "Renewal Term") (collectively, the Initial Lease Term and each Renewal Term are referenced herein as the "Lease Term"). If Tenant shall fail to give any such notice, Tenant's right to exercise its option shall nevertheless continue until thirty (30) days after Landlord shall have given Tenant notice of such failure to exercise its option. It is the intention of the parties to avoid forfeiture of Tenant's rights to extend the Initial Lease Term or any Renewal Term under the option set forth hereunder through inadvertent failure to give notice.

2. **Rent.** "Rent" or the "Facility Fee" under the Lease shall be comprised of the each of the categories of payments set forth below. All such Rent shall be paid at such time and to the Landlord as provided in **Article 3** of the Lease.

A. Base Rent shall mean the amount set forth on **Schedule 1** attached hereto and incorporated herein (referenced herein as "Base Rent").

B. A Monthly Expense Payment to be paid on the twentieth (20th) day of each month. As used herein "Monthly Expense Payment" shall mean an estimated payment equal to one twelfth (1/12) of the annual Operating Expenses payable by Tenant, subject to reconciliation and adjustment to actual annual Operating Expenses as set forth in **Section 8.1.**

C. The Property Management Fee. As used herein "Property Management Fee" means a property management fee to be paid by Tenant to Landlord in an amount equal to the sum of the Base Rent multiplied by eight percent (8%) or as otherwise provided in **Schedule 1.** Notwithstanding anything herein to the contrary, the payment of the Property Management Fee shall be subordinated to the payment of the Base Rent and the Monthly Expense Payment.

D. An Annual Adjusting Rent Payment, if any. As used herein "Annual Adjusting Rent Payment" shall mean the amount calculated by Landlord as provided in **Section 8.1** of the Lease.

E. All other sums which are due hereunder, for late charges, interest, attorney's fees, or any other matters, as billed to Tenant from time to time, including the Landlord's share of any subrent received by Tenant upon certain assignments and sublettings (collectively referenced herein as "Additional Rent").

All such sums are included in the Rent payable by Tenant in return for the occupancy of the Premises and the other rights and privileges set forth herein.

Exhibit B, Schedule 1, RSCP

Lease Schedule – RTP
Beginning 7/12025

Date	Base Rent	Property Management Fee	Total Monthly Payment
7/1/2025	$ 8,359.67	$ 668.77	$ 9,028.44
8/1/2025	$ 8,359.67	$ 668.77	$ 9,028.44
9/1/2025	$ 8,359.67	$ 668.77	$ 9,028.44
10/1/2025	$ 8,359.67	$ 668.77	$ 9,028.44
11/1/2025	$ 8,359.67	$ 668.77	$ 9,028.44
12/1/2025	$ 8,359.67	$ 668.77	$ 9,028.44
1/1/2026	$ 8,359.67	$ 668.77	$ 9,028.44
2/1/2026	$ 8,359.67	$ 668.77	$ 9,028.44
3/1/2026	$ 8,359.67	$ 668.77	$ 9,028.44
4/1/2026	$ 8,359.67	$ 668.77	$ 9,028.44
5/1/2026	$ 8,359.67	$ 668.77	$ 9,028.44
6/1/2026	$ 8,359.67	$ 668.77	$ 9,028.44
7/1/2026	$ 8,359.67	$ 668.77	$ 9,028.44
8/1/2026	$ 8,359.67	$ 668.77	$ 9,028.44
9/1/2026	$ 8,359.67	$ 668.77	$ 9,028.44
10/1/2026	$ 8,359.67	$ 668.77	$ 9,028.44
11/1/2026	$ 8,359.67	$ 668.77	$ 9,028.44
12/1/2026	$ 8,359.67	$ 668.77	$ 9,028.44
1/1/2027	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2027	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2027	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2027	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2027	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2027	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2027	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2027	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2027	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2027	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2027	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2027	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2028	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2028	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2028	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2028	$ 12,500.00	$ 1,000.00	$ 13,500.00

5/1/2028	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2028	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2028	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2028	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2028	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2028	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2028	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2028	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2029	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2029	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2029	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2029	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2029	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2029	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2029	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2029	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2029	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2029	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2029	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2029	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2030	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2030	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2030	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2030	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2030	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2030	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2030	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2030	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2030	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2030	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2030	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2030	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2031	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2031	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2031	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2031	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2031	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2031	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2031	$ 12,500.00	$ 1,000.00	$ 13,500.00

8/1/2031	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2031	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2031	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2031	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2031	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2032	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2032	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2032	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2032	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2032	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2032	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2032	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2032	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2032	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2032	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2032	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2032	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2033	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2033	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2033	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2033	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2033	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2033	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2033	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2033	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2033	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2033	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2033	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2033	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2034	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2034	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2034	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2034	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2034	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2034	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2034	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2034	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2034	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2034	$ 12,500.00	$ 1,000.00	$ 13,500.00

11/1/2034	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2034	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2035	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2035	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2035	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2035	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2035	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2035	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2035	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2035	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2035	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2035	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2035	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2035	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2036	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2036	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2036	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2036	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2036	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2036	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2036	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2036	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2036	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2036	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2036	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2036	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2037	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2037	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2037	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2037	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2037	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2037	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2037	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2037	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2037	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2037	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2037	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2037	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2038	$ 12,500.00	$ 1,000.00	$ 13,500.00

2/1/2038	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2038	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2038	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2038	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2038	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2038	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2038	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2038	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2038	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2038	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2038	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2039	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2039	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2039	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2039	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2039	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2039	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2039	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2039	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2039	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2039	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2039	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2039	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2040	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2040	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2040	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2040	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2040	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2040	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2040	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2040	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2040	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2040	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2040	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2040	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2041	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2041	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2041	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2041	$ 12,500.00	$ 1,000.00	$ 13,500.00

5/1/2041	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2041	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2041	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2041	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2041	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2041	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2041	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2041	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2042	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2042	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2042	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2042	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2042	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2042	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2042	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2042	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2042	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2042	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2042	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2042	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2043	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2043	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2043	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2043	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2043	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2043	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2043	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2043	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2043	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2043	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2043	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2043	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2044	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2044	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2044	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2044	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2044	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2044	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2044	$ 12,500.00	$ 1,000.00	$ 13,500.00

8/1/2044	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2044	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2044	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2044	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2044	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2045	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2045	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2045	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2045	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2045	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2045	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2045	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2045	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2045	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2045	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2045	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2045	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2046	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2046	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2046	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2046	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2046	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2046	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2046	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2046	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2046	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2046	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2046	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2046	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2047	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2047	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2047	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2047	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2047	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2047	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2047	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2047	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2047	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2047	$ 12,500.00	$ 1,000.00	$ 13,500.00

11/1/2047	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2047	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2048	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2048	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2048	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2048	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2048	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2048	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2048	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2048	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2048	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2048	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2048	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2048	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2049	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2049	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2049	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2049	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2049	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2049	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2049	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2049	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2049	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2049	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2049	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2049	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2050	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2050	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2050	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2050	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2050	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2050	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2050	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2050	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2050	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2050	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2050	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2050	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2051	$ 12,500.00	$ 1,000.00	$ 13,500.00

2/1/2051	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2051	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2051	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2051	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2051	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2051	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2051	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2051	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2051	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2051	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2051	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2052	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2052	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2052	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2052	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2052	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2052	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2052	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2052	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2052	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2052	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2052	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2052	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2053	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2053	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2053	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2053	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2053	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2053	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2053	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2053	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2053	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2053	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2053	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2053	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2054	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2054	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2054	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2054	$ 12,500.00	$ 1,000.00	$ 13,500.00

5/1/2054	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2054	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2054	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2054	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2054	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2054	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2054	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2054	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2055	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2055	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2055	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2055	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2055	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2055	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2055	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2055	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2055	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2055	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2055	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2055	$ 12,500.00	$ 1,000.00	$ 13,500.00
1/1/2056	$ 12,500.00	$ 1,000.00	$ 13,500.00
2/1/2056	$ 12,500.00	$ 1,000.00	$ 13,500.00
3/1/2056	$ 12,500.00	$ 1,000.00	$ 13,500.00
4/1/2056	$ 12,500.00	$ 1,000.00	$ 13,500.00
5/1/2056	$ 12,500.00	$ 1,000.00	$ 13,500.00
6/1/2056	$ 12,500.00	$ 1,000.00	$ 13,500.00
7/1/2056	$ 12,500.00	$ 1,000.00	$ 13,500.00
8/1/2056	$ 12,500.00	$ 1,000.00	$ 13,500.00
9/1/2056	$ 12,500.00	$ 1,000.00	$ 13,500.00
10/1/2056	$ 12,500.00	$ 1,000.00	$ 13,500.00
11/1/2056	$ 12,500.00	$ 1,000.00	$ 13,500.00
12/1/2056	$ 12,500.00	$ 1,000.00	$ 13,500.00

EXHIBIT C
MAINTENANCE SERVICES TO BE PROVIDED BY LANDLORD

Landlord shall maintain, repair, and operate the HVAC equipment; including regular inspection and servicing.

Landlord shall maintain and repair the roof; including regular inspections and servicing.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum

LEA name:

Rocketship Brilliant Minds

CDS code:

43 10439 0125781

Link to the LCAP:

(optional)

https://www.rocketshipschools.org/schools/brilliant-minds/

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A (Funding will be rolled over to Title I, Part A)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The major priority areas for Rocketship Brilliant Minds include providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors or working on an adaptive online learning program for Literacy and STEM skills. Since the majority of the student population is socioeconomically disadvantaged and English Learners, Rocketship Brilliant Minds makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged and/or English Learners.

The decisions made about the use of supplemental federal funds are discussed at the school level through the School Site Council and English Learner Advisory Council. The councils discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey that provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year. The decisions take into account the needs of Rocketship Brilliant Minds based on student achievement data to include SBAC, ELPAC, NWEA, and cumulative assessments as well as student demographic data to include the significant subgroups of Latinx, socioeconomically disadvantaged, students with disabilities, and English Learners. Student achievement data and student demographic data are used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all students, English Learners, foster youth, socioeconomically disadvantaged students and low-achieving students. The LCAP goals were designed for all students and are 1) Improve 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.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the achievement of the Charter School's vision and mission and the goals for all students are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The School Site Council and English Learner Advisory Council will review and approve the LCAP prior to board approval. During quarterly meetings, the School Site Council and English Learner Advisory Council will review assessment data for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the students in their classes.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the educational partners meet to determine the schoolwide goals, it is the review of student achievement data that determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the educational partners to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or omitted. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The School Site Council, English Learner Advisory Council, teachers, staff, and parents provide input on the core program, then make decisions based on the differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organization priorities are communicated to educational partners by posting on the website, notifying parents of Title I programs in the Parent/Student Handbook, reviewing and approving the LCAP at School Site Council and English Learner Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district-level funds. Based on the needs assessment, the leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize activities. The use of Title funds to supplement the English Learner program is also discussed with the School Site Council and English Learner Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the School Site Council and English Learner Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A – Not Applicable for Charter Schools

APPROVED BY CDE

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Cafécitos (monthly coffee chats) and community meetings. Developing the Parent Engagement Policy aligns to the process with the LCAP educational partner involvement process as evidenced by frequent meetings with parents, and sharing the development of the policy and the LCAP with the School Site Council and English Learner Advisory Council. The Parent Engagement Policy is available on the school website and will be distributed in the Parent Handbook. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be successful, and how to

prepare for parent conferences. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each student's individual goals and celebrations of academic achievements, academic growth, regular attendance, and student of the month at monthly award ceremonies and during the morning launch.

The Charter School provides meaningful professional development to administrators, teachers, and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include reading in the classroom, volunteering for events, chaperoning field trips, and serving as parent leaders.

The Charter School partners and co-creates pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship in order to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include the School Site Council (SSC) and English Learner Advisory Committee (ELAC), the Regional Advisory Board, and the California Leadership Organizing Committee (CLOC). The Charter School also hosts Los Dichos, a parent, family, and community engagement activity where family members read stories that represent the cultural and linguistic diversity of students.

All information about parent workshops, programs, meetings, and activities is posted on the Charter School's website, schoolwide emails, text messages, phone calls, newsletters, and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant students so that they can actively participate in the school. Each student will receive a home visit from their core classroom teacher at the beginning of the school year to focus on student learning, individual goals for the student, and investing in families, especially parents with disabilities and parents of migrant students. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs, and developing a plan to support the student if necessary.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Brilliant Minds provides programs and services to the students including providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors and working on an adaptive online learning program. These schoolwide services support academically at-risk students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, and SBAC Math scores. Increasing these scores ensures that students are meeting or exceeding grade-level mastery which helps close achievement gaps. Title I funds used for Intervention curriculum and tutors support students who are at risk of not meeting state standards by working diligently on specific strategies like phonics instruction, close reading, thematic understanding, guided reading, specific literacy instruction, utilizing Learning Lab materials to ensure students have consumables which will connect learning to the real world, and Classroom Libraries to increase the literacy skills of the students and move them closer to grade level.

The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services like math teacher classroom coaching for all students, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction. The School Site Council and English Learner Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. If a strategy like close reading is showing improvement on the SBAC ELA, the initiative continues for the following year.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Brilliant Minds has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to providing a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents in enrolling the student and obtaining necessary immunizations or immunization records. If transportation is an issue, the Homeless Liaison will inform the parents of all transportation services available. The Homeless Liaison will encourage parents to be involved in their child’s education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Rocketship Brilliant Minds has made a reservation of funds to support homeless students. These funds will be used to cover bus passes and/or uniforms if there are homeless students with these needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Brilliant Minds supports transitions to include preschool to elementary school or home/daycare to elementary school and elementary school to middle school. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teachers. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive, and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts a New Family Spring Welcome Party, Family Orientation, Back to School BBQ, Family Conferences, Home Visits, and multiple events throughout the year to support families.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Brilliant Minds provides a strategic system of professional growth and improvement for new teachers, administrators, and school leaders. For all teachers, activities include providing an intensive three-week summer training that emphasizes foundational knowledge in culture and the classroom. The Charter School provides training in classroom management and effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Rocketship program, which is especially helpful for new teachers, including the use of data, instructional techniques, the scope and sequence of curricula, and family engagement. The professional development sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

Rocketship Brilliant Minds dedicates at least 200 hours throughout the school year to staff professional development. The Charter School dismisses students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principal or Assistant Principal facilitates these sessions targeting the needs of the teachers in response to the data analysis, evidence from classroom observations, and personalized trainings based on the school and classroom goals. The Principal ensures participation by verifying sign-in sheets, reviewing professional development session evaluation forms, and most importantly, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement are realized. The Principal will make adjustments to the professional development sessions to ensure continuous improvement.

In order to provide ongoing professional growth and development for teachers throughout their careers, Rocketship has established a professional development fund to provide additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship Brilliant Minds where their development is made a priority. Students benefit from this higher-level professional development that their teachers receive.

Rocketship Brilliant Minds builds the leadership capacity of teachers, principals, and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Principals, Assistant Principals, Business Operations Managers, and Office Managers participate in Leadership Labs for at least twelve hours focusing on topics like "Effectiveness through Understanding," "Communication and Collaborative Problem Solving," and "Staff Motivation and Development." Also, the assistant principals and principals attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data-driven instruction, and providing meaningful professional development.

We expect to see teacher growth and improvement from training as demonstrated by improved student outcomes, observations from our teacher coaches, and direct feedback from teachers as they reflect on their practices. Annually, our professional development team assesses the effectiveness of our professional development, considering educational partner input, data indicating gaps in achievement, ongoing research in the field, and changing policies. They then update professional development for the coming year to address any gaps or emerging needs. This includes changes to the summer professional development program and adjusted resources and supports for professional development offered in the school. Additionally, the Principal adjusts professional development on an ongoing basis to ensure that it is addressing the staff's most pressing needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The LEA is a charter school.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Rocketship Brilliant Minds (RBM). Learning how to better utilize data enables teachers to improve instructional practices and better serve all students. Following the administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RBM will have a full day analyzing assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. These assessments include NWEA three times per year and the annual CAASPP assessments. During Data Days, the Principal and Network staff help teachers analyze their students' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Principal and Assistant Principal assess the impact of these Data Days by conducting frequent classroom walk-throughs and classroom observations. Since these Data Days are scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Brilliant Minds teachers receive ongoing coaching and support from the Principal or Assistant Principal. This typically includes about three hours per week of support for our

newest teachers or others who need extra support. This helps teachers better instruct all students, including English Learners and Students with Disabilities. Moreover, Rocketship Brilliant Minds has developed structured common planning time for content and grade level collaboration including teacher leaders and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. This process ensures that the uses of Title II funds are based on data-driven decisions that work in coordination with other funding and programs supporting students' academics, social-emotional wellness, and personal success.

Included in data analysis about the effectiveness of professional development is input gathered from key educational partners, including teachers, school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and expert partners. Quantitative data is gathered through annual surveys for all staff and parents. Qualitative data is gathered through coaching sessions, community meetings, and reflections on programs with partners. These strong feedback processes also ensure that Title II programs are linked to other strategies, programs, and activities at Rocketship Brilliant Minds. Professional development is adjusted to meet demonstrated needs as well as to adapt to changing programs and approaches at each school. Educational Partner feedback is a key input into many other ways that the school evolves strategies, programs, and activities, so applying this feedback to professional development ensures that professional development evolves in parallel with other school improvements.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Brilliant Minds will provide professional development to teachers, principals, and staff focusing on the implementation of the CA ELA/ELD Framework and the principles articulated in the EL Roadmap. The work is grounded in the EL Roadmap Principle One: Assets-Oriented and Needs-Responsive Schools and ensures that the professional development provided is responsive to the needs of the specific English learner profiles that are enrolled each year, recognizing that these student profiles can change from year to year. Implementation of Principle Two: Intellectual Quality of Instruction and Meaningful Access involves professional development for teachers on embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helps identify opportunities to elevate practices and innovate in service of educational equity. To amplify the implementation of Integrated ELD, 'Universal Strategies' or Guided Language Acquisition Design (GLAD) strategies are utilized to provide access to content. Designated ELD focuses on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons are differentiated for newcomers. Teachers increase their knowledge of newcomer strategies through campus-held professional development and online modules. The foundational piece of the ongoing professional development is customized, targeted

one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Brilliant Minds teachers receive ongoing coaching and support from the Principal or Assistant Principal.

It is important for the teachers to be trained and understand how to implement the English Language Development Framework in lessons. The focus is for students to practice English skills and develop academic English in all core content areas throughout the school day. The Charter School provided ongoing professional development sessions throughout the year to help teachers master English Language Development strategies and/ or Guided Language Acquisition Design strategies.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Brilliant Minds serves many English Learners, the majority of whom speak Spanish. The Charter School offers high-quality language instruction through Structured English Immersion with both daily integrated English Language Development in all core content areas, as well as daily designated English Language Development.

In addition to high-quality teaching utilizing English Language Development principles and Universal Strategies or Guided Language Acquisition Design (GLAD) strategies, Rocketship Brilliant Minds provides a curriculum designed to meet the needs of English Learners in order to provide greater accessibility to core content for all English Learners. In doing so, the instructional opportunities are enhanced. The goal is to support English Learners to make rapid progress out of Levels 1 and 2 and into Level 3 by focusing on oral language development, grammatical constructs, and academic vocabulary in English. This is paired with specific literacy instruction in Tier II and Tier III settings including small-group instruction or one-on-one instruction. Newcomer supports are amplified through Multilingual Learner Specialists who provide additional direct services to students, where students engage in lessons that address not only their English language acquisition needs, but also their social

emotional needs. Students also receive foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students receive home language supports to accelerate English language acquisition.

The Principal or Assistant Principal monitors the use of English Language Development strategies through classroom walk-throughs, classroom observations, and monitoring the progress of English Learners toward language proficiency. The incorporation of Universal Strategies or GLAD strategies enhances the existing language instruction of the school through Structured English Immersion including Specially Designed for Academic Instruction in English by upgrading the language instruction and core content instruction.

The charter school continues to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Brilliant Minds makes it a priority to assist English Learners in achieving English proficiency and meeting the challenging state academic standards. The priority of Title III funds supports the use of English Language Development strategies. These strategies supplement the core program by using these strategies to teach the core curriculum. These are strategies that support the English Learners to access the core curriculum in a manner that makes the core content accessible, meaningful, and engaging. The Principal holds the teachers accountable for utilizing these strategies through classroom walk-throughs, classroom observations, frequent and meaningful feedback, and monitoring the growth of the English Learners through quarterly assessments offered through English Language Development cumulative assessments. The Principal ensures consistency of the use of English Language Development and Guided Language Acquisition Design strategies by providing ongoing professional development sessions throughout the school year. As the teachers analyze the progress English Learners are making toward language acquisition during Data Days and/or professional development sessions, the English Learners who are not making adequate progress are provided more intensive support through Tier II and Tier III settings including small group instruction or one-on-one instruction.

Multilingual Learner Specialists will provide additional support to English Learner newcomers during content area classes to ensure all English learners have access to meeting the adopted California content standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Brilliant Minds developed this Federal Addendum in consultation with parent leaders during School Site Council and English Learner Advisory Council meetings, teachers during professional development sessions, and at the Principal level reviewing the most common strategies or obstacles to success. The educational partners including teachers, parents, staff, and the Principal complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Rocketship Public Schools which allows the individual schools to collaborate on supports and resources needed.

Rocketship Brilliant Minds is committed to safe, healthy supportive drug-free environments that support academic achievement through prevention, education, and structured discipline policies. The Charter School follows a rigorous calendar of staff training, safety team meetings, and professional development.

Rocketship Brilliant Minds looks to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe the intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The daily schedule reflects the value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with a SEL lesson that includes prosocial skills instruction and highlights the Rocketship Brilliant Minds core values: respect, responsibility, persistence, empathy, and curiosity. The Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, the Rocketship core values, and culturally responsive pedagogy. The SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with the SEL lessons, the school has developed a community meeting framework for teachers to ensure there are relationship-building opportunities for students to connect, disengage from stress, make commitments, and unite as a community. In addition to the classroom-level

community meeting, each Rocketship campus begins the school day with Launch, which is a period for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a “core value of the month”). During Launch, the school may also promote a successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom’s recent accomplishment.

Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. The school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and provide small group support working with the SEL curriculum and other evidence-based and trauma-informed curricula. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) to meet the expected increased needs of our students. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution, and fewer mental health issues caused by trauma.

The school incorporates Chromebooks and online platforms to supplement the core curriculum and more importantly to provide Online Learning Programs for the students. The benefit of using technology like this supports each student and his/her level. It provides another format to ensure the core curriculum is differentiated in a way that supports the students’ interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

The Charter School will utilize the available flexibility to transfer Title IV, Part A funds to meet the needs of students under the Title I, Part A program. The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services by completing an annual needs assessment to inform the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change, or be replaced. If a strategy like tutoring is showing improvement on the SBAC, the initiative continues for the following year. The flexibility to transfer Title IV, Part A funds allows the funding to be used in a manner that will best meet the needs of students based on current data.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum

LEA name:

Rocketship Delta Prep

CDS code:

07 61648 0137430

Link to the LCAP:

(optional)

https://www.rocketshipschools.org/schools/deltaprep/

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A (Funding will be rolled over to Title I, Part A)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The major priority areas for Rocketship Delta Prep include providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors or working on an adaptive online learning program for Literacy and STEM skills. Since the majority of the student population is socioeconomically disadvantaged and English Learners, Rocketship Delta Prep makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged and/or English Learners.

The decisions made about the use of supplemental federal funds are discussed at the school level through the School Site Council and English Learner Advisory Council. The councils discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey that provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year. The decisions take into account the needs of Rocketship Delta Prep based on student achievement data to include SBAC, ELPAC, NWEA, and cumulative assessments as well as student demographic data to include the significant subgroups of Latinx, socioeconomically disadvantaged, students with disabilities, and English Learners. Student achievement data and student demographic data are used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all students, English Learners, foster youth, socioeconomically disadvantaged students and low-achieving students. The LCAP goals were designed for all students and are 1) Improve 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.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the achievement of the Charter School's vision and mission and the goals for all students are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The School Site Council and English Learner Advisory Council will review and approve the LCAP prior to board approval. During quarterly meetings, the School Site Council and English Learner Advisory Council will review assessment data for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the students in their classes.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the educational partners meet to determine the schoolwide goals, it is the review of student achievement data that determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the educational partners to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or omitted. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The School Site Council, English Learner Advisory Council, teachers, staff, and parents provide input on the core program, then make decisions based on the differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organization priorities are communicated to educational partners by posting on the website, notifying parents of Title I programs in the Parent/Student Handbook, reviewing and approving the LCAP at School Site Council and English Learner Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district-level funds. Based on the needs assessment, the leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize activities. The use of Title funds to supplement the English Learner program is also discussed with the School Site Council and English Learner Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the School Site Council and English Learner Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A – Not Applicable for Charter Schools

APPROVED BY CDE

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Cafécitos (monthly coffee chats) and community meetings. Developing the Parent Engagement Policy aligns to the process with the LCAP educational partner involvement process as evidenced by frequent meetings with parents, and sharing the development of the policy and the LCAP with the School Site Council and English Learner Advisory Council. The Parent Engagement Policy is available on the school website and will be distributed in the Parent Handbook. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, and how to

prepare for parent conferences. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each student's individual goals and celebrations of academic achievements, academic growth, regular attendance, and student of the month at monthly award ceremonies and during the morning launch.

The Charter School provides meaningful professional development to administrators, teachers, and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include reading in the classroom, volunteering for events, chaperoning field trips, and serving as parent leaders.

The Charter School partners and co-creates pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship in order to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include the School Site Council (SSC) and English Learner Advisory Committee (ELAC), the Regional Advisory Board, and the California Leadership Organizing Committee (CLOC). The Charter School also hosts Los Dichos, a parent, family, and community engagement activity where family members read stories that represent the cultural and linguistic diversity of students.

All information about parent workshops, programs, meetings, and activities are posted on the Charter School's website, schoolwide emails, text messages, phone calls, newsletters, and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant students so that they can actively participate in the school. Each student will receive a home visit from their core classroom teacher at the beginning of the school year to focus on student learning, individual goals for the student, and investing in families, especially parents with disabilities and parents of migrant students. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs, and developing a plan to support the student if necessary.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Delta Prep provides programs and services to the students including providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors and working on an adaptive online learning program. These schoolwide services support academically at-risk students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, and SBAC Math scores. Increasing these scores ensures that students are meeting or exceeding grade-level mastery which helps close achievement gaps. Title I funds used for Intervention curriculum and tutors support students who are at risk of not meeting state standards by working diligently on specific strategies like phonics instruction, close reading, thematic understanding, guided reading, specific literacy instruction, utilizing Learning Lab materials to ensure students have consumables which will connect learning to the real world, and Classroom Libraries to increase the literacy skills of the students and move them closer to grade level.

The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services like math teacher classroom coaching for all students, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction. The School Site Council and English Learner Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. If a strategy like close reading is showing improvement on the SBAC ELA, the initiative continues for the following year.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Delta Prep has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to providing a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents in enrolling the student and obtaining necessary immunizations or immunization records. If transportation is an issue, the Homeless Liaison will inform the parents of all transportation services available. The Homeless Liaison will encourage parents to be involved in their child’s education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Rocketship Delta Prep has made a reservation of funds to support homeless students. These funds will be used to cover bus passes and/or uniforms if there are homeless students with these needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Delta Prep supports transitions to include preschool to elementary school or home/daycare to elementary school and elementary school to middle school. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teachers. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive, and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts a New Family Spring Welcome Party, Family Orientation, Back to School BBQ, Family Conferences, Home Visits, and multiple events throughout the year to support families.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Delta Prep provides a strategic system of professional growth and improvement for new teachers, administrators, and school leaders. For all teachers, activities include providing an intensive three-week summer training that emphasizes foundational knowledge in culture and the classroom. The Charter School provides training in classroom management and effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Rocketship program, which is especially helpful for new teachers, including the use of data, instructional techniques, the scope and sequence of curricula, and family engagement. The professional development sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

Rocketship Delta Prep dedicates at least 200 hours throughout the school year to staff professional development. The Charter School dismisses students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principal or Assistant Principal facilitates these sessions targeting the needs of the teachers in response to the data analysis, evidence from classroom observations, and personalized trainings based on the school and classroom goals. The Principal ensures participation by verifying sign-in sheets, reviewing professional development session evaluation forms, and most importantly, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement are realized. The Principal will make adjustments to the professional development sessions to ensure continuous improvement.

In order to provide ongoing professional growth and development for teachers throughout their careers, Rocketship has established a professional development fund to provide additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship Delta Prep where their development is made a priority. Students benefit from this higher-level professional development that their teachers receive.

Rocketship Delta Prep builds the leadership capacity of teachers, principals, and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Principals, Assistant Principals, Business Operations Managers, and Office Managers participate in Leadership Labs for at least twelve hours focusing on topics like "Effectiveness through Understanding," "Communication and Collaborative Problem Solving," and "Staff Motivation and Development." Also, the assistant principals and principals attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data-driven instruction, and providing meaningful professional development.

We expect to see teacher growth and improvement from training as demonstrated by improved student outcomes, observations from our teacher coaches, and direct feedback from teachers as they reflect on their practices. Annually, our professional development team assesses the effectiveness of our professional development, considering educational partner input, data indicating gaps in achievement, ongoing research in the field, and changing policies. They then update professional development for the coming year to address any gaps or emerging needs. This includes changes to the summer professional development program and adjusted resources and supports for professional development offered in the school. Additionally, the Principal adjusts professional development on an ongoing basis to ensure that it is addressing the staff's most pressing needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The LEA is a charter school.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Rocketship Delta Prep (RDL). Learning how to better utilize data enables teachers to improve instructional practices and better serve all students. Following the administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RDL will have a full day analyzing assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. These assessments include NWEA three times per year and the annual CAASPP assessments. During Data Days, the Principal and Network staff help teachers analyze their students' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Principal and Assistant Principal assess the impact of these Data Days by conducting frequent classroom walk-throughs and classroom observations. Since these Data Days are scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Delta Prep teachers receive ongoing coaching and support from the Principal or Assistant Principal. This typically includes about three hours per week of support for our newest teachers or others who

need extra support. This helps teachers better instruct all students, including English Learners and Students with Disabilities. Moreover, Rocketship Delta Prep has developed structured common planning time for content and grade level collaboration including teacher leaders and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. This process ensures that the uses of Title II funds are based on data-driven decisions that work in coordination with other funding and programs supporting students' academics, social-emotional wellness, and personal success.

Included in data analysis about the effectiveness of professional development is input gathered from key educational partners, including teachers, school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and expert partners. Quantitative data is gathered through annual surveys for all staff and parents. Qualitative data is gathered through coaching sessions, community meetings, and reflections on programs with partners. These strong feedback processes also ensure that Title II programs are linked to other strategies, programs, and activities at Rocketship Delta Prep. Professional development is adjusted to meet demonstrated needs as well as to adapt to changing programs and approaches at each school. Educational Partner feedback is a key input into many other ways that the school evolves strategies, programs, and activities, so applying this feedback to professional development ensures that professional development evolves in parallel with other school improvements.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Delta Prep will provide professional development to teachers, principals, and staff focusing on the implementation of the CA ELA/ELD Framework and the principles articulated in the EL Roadmap. The work is grounded in the EL Roadmap Principle One: Assets-Oriented and Needs-Responsive Schools and ensures that the professional development provided is responsive to the needs of the specific English learner profiles that are enrolled each year, recognizing that these student profiles can change from year to year. Implementation of Principle Two: Intellectual Quality of Instruction and Meaningful Access involves professional development for teachers on embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helps identify opportunities to elevate practices and innovate in service of educational equity. To amplify the implementation of Integrated ELD, 'Universal Strategies' or Guided Language Acquisition Design (GLAD) strategies are utilized to provide access to content. Designated ELD focuses on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons are differentiated for newcomers. Teachers increase their knowledge of newcomer strategies through campus-held professional development and online modules. The foundational piece of the ongoing professional development is customized, targeted

one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Delta Prep teachers receive ongoing coaching and support from the Principal or Assistant Principal.

It is important for the teachers to be trained and understand how to implement the English Language Development Framework in lessons. The focus is for students to practice English skills and develop academic English in all core content areas throughout the school day. The Charter School provided ongoing professional development sessions throughout the year to help teachers master English Language Development strategies and/ or Guided Language Acquisition Design strategies.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Delta Prep serves many English Learners, the majority of whom speak Spanish. The Charter School offers high-quality language instruction through Structured English Immersion with both daily integrated English Language Development in all core content areas, as well as daily designated English Language Development.

In addition to high-quality teaching utilizing English Language Development principles and Universal Strategies or Guided Language Acquisition Design (GLAD) strategies, Rocketship Delta Prep provides a curriculum designed to meet the needs of English Learners in order to provide greater accessibility to core content for all English Learners. In doing so, the instructional opportunities are enhanced. The goal is to support English Learners to make rapid progress out of Levels 1 and 2 and into Level 3 by focusing on oral language development, grammatical constructs, and academic vocabulary in English. This is paired with specific literacy instruction in Tier II and Tier III settings including small-group instruction or one-on-one instruction. Newcomer supports are amplified through Multilingual Learner Specialists who provide additional direct services to students, where students engage in lessons that address not only their English language acquisition needs, but also their social

emotional needs. Students also receive foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students receive home language supports to accelerate English language acquisition.

The Principal or Assistant Principal monitors the use of English Language Development strategies through classroom walk-throughs, classroom observations, and monitoring the progress of English Learners toward language proficiency. The incorporation of Universal Strategies or GLAD strategies enhances the existing language instruction of the school through Structured English Immersion including Specially Designed for Academic Instruction in English by upgrading the language instruction and core content instruction.

The charter school continues to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Delta Prep makes it a priority to assist English Learners in achieving English proficiency and meeting the challenging state academic standards. The priority of Title III funds supports the use of English Language Development strategies. These strategies supplement the core program by using these strategies to teach the core curriculum. These are strategies that support the English Learners to access the core curriculum in a manner that makes the core content accessible, meaningful, and engaging. The Principal holds the teachers accountable for utilizing these strategies through classroom walk-throughs, classroom observations, frequent and meaningful feedback, and monitoring the growth of the English Learners through quarterly assessments offered through English Language Development cumulative assessments. The Principal ensures consistency of the use of English Language Development and Guided Language Acquisition Design strategies by providing ongoing professional development sessions throughout the school year. As the teachers analyze the progress English Learners are making toward language acquisition during Data Days and/or professional development sessions, the English Learners who are not making adequate progress are provided more intensive support through Tier II and Tier III settings including small group instruction or one-on-one instruction.

Multilingual Learner Specialists will provide additional support to English Learner newcomers during content area classes to ensure all English learners have access to meeting the adopted California content standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Delta Prep developed this Federal Addendum in consultation with parent leaders during School Site Council and English Learner Advisory Council meetings, teachers during professional development sessions, and at the Principal level reviewing the most common strategies or obstacles to success. The educational partners including teachers, parents, staff, and the Principal complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Rocketship Public Schools which allows the individual schools to collaborate on supports and resources needed.

Rocketship Delta Prep is committed to safe, healthy supportive drug-free environments that support academic achievement through prevention, education, and structured discipline policies. The Charter School follows a rigorous calendar of staff training, safety team meetings, and professional development.

Rocketship Delta Prep looks to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe the intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The daily schedule reflects the value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with a SEL lesson that includes prosocial skills instruction and highlights the Rocketship Delta Prep core values: respect, responsibility, persistence, empathy, and curiosity. The Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, the Rocketship core values, and culturally responsive pedagogy. The SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with the SEL lessons, the school has developed a community meeting framework for teachers to ensure there are relationship-building opportunities for students to connect, disengage from stress, make commitments, and unite as a community. In addition to the classroom-level

community meeting, each Rocketship campus begins the school day with Launch, which is a period for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a “core value of the month”). During Launch, the school may also promote a successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom’s recent accomplishment.

Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. The school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and provide small group support working with the SEL curriculum and other evidence-based and trauma-informed curricula. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) to meet the expected increased needs of our students. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution, and fewer mental health issues caused by trauma.

The school incorporates Chromebooks and online platforms to supplement the core curriculum and more importantly to provide Online Learning Programs for the students. The benefit of using technology like this supports each student and his/her level. It provides another format to ensure the core curriculum is differentiated in a way that supports the students’ interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

The Charter School will utilize the available flexibility to transfer Title IV, Part A funds to meet the needs of students under the Title I, Part A program. The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services by completing an annual needs assessment to inform the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change, or be replaced. If a strategy like tutoring is showing improvement on the SBAC, the initiative continues for the following year. The flexibility to transfer Title IV, Part A funds allows the funding to be used in a manner that will best meet the needs of students based on current data.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum

LEA name:

Rocketship Discovery Prep

CDS code:

43 10439 0123281

Link to the LCAP:

(optional)

https://www.rocketshipschools.org/schools/discovery-prep/

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A (Funding will be rolled over to Title I, Part A)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The major priority areas for Rocketship Discovery Prep include providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors or working on an adaptive online learning program for Literacy and STEM skills. Since the majority of the student population is socioeconomically disadvantaged and English Learners, Rocketship Discovery Prep makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged and/or English Learners.

The decisions made about the use of supplemental federal funds are discussed at the school level through the School Site Council and English Learner Advisory Council. The councils discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey that provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year. The decisions take into account the needs of Rocketship Discovery Prep based on student achievement data to include SBAC, ELPAC, NWEA, and cumulative assessments as well as student demographic data to include the significant subgroups of Latinx, socioeconomically disadvantaged, students with disabilities, and English Learners. Student achievement data and student demographic data are used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all students, English Learners, foster youth, socioeconomically disadvantaged students and low-achieving students. The LCAP goals were designed for all students and are 1) Improve 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.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the achievement of the Charter School's vision and mission and the goals for all students are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The School Site Council and English Learner Advisory Council will review and approve the LCAP prior to board approval. During quarterly meetings, the School Site Council and English Learner Advisory Council will review assessment data for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the students in their classes.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the educational partners meet to determine the schoolwide goals, it is the review of student achievement data that determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the educational partners to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or omitted. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The School Site Council, English Learner Advisory Council, teachers, staff, and parents provide input on the core program, then make decisions based on the differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organization priorities are communicated to educational partners by posting on the website, notifying parents of Title I programs in the Parent/Student Handbook, reviewing and approving the LCAP at School Site Council and English Learner Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district-level funds. Based on the needs assessment, the leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize activities. The use of Title funds to supplement the English Learner program is also discussed with the School Site Council and English Learner Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the School Site Council and English Learner Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A – Not Applicable for Charter Schools

APPROVED BY CDE

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Cafécitos (monthly coffee chats) and community meetings. Developing the Parent Engagement Policy aligns to the process with the LCAP educational partner involvement process as evidenced by frequent meetings with parents, and sharing the development of the policy and the LCAP with the School Site Council and English Learner Advisory Council. The Parent Engagement Policy is available on the school website and will be distributed in the Parent Handbook. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, and how to

prepare for parent conferences. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each student's individual goals and celebrations of academic achievements, academic growth, regular attendance, and student of the month at monthly award ceremonies and during the morning launch.

The Charter School provides meaningful professional development to administrators, teachers, and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include reading in the classroom, volunteering for events, chaperoning field trips, and serving as parent leaders.

The Charter School partners and co-creates pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship in order to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include the School Site Council (SSC) and English Learner Advisory Committee (ELAC), the Regional Advisory Board, and the California Leadership Organizing Committee (CLOC). The Charter School also hosts Los Dichos, a parent, family, and community engagement activity where family members read stories that represent the cultural and linguistic diversity of students.

All information about parent workshops, programs, meetings, and activities are posted on the Charter School's website, schoolwide emails, text messages, phone calls, newsletters, and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant students so that they can actively participate in the school. Each student will receive a home visit from their core classroom teacher at the beginning of the school year to focus on student learning, individual goals for the student, and investing in families, especially parents with disabilities and parents of migrant students. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs, and developing a plan to support the student if necessary.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Discovery Prep provides programs and services to the students including providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors and working on an adaptive online learning program. These schoolwide services support academically at-risk students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, and SBAC Math scores. Increasing these scores ensures that students are meeting or exceeding grade-level mastery which helps close achievement gaps. Title I funds used for Intervention curriculum and tutors support students who are at risk of not meeting state standards by working diligently on specific strategies like phonics instruction, close reading, thematic understanding, guided reading, specific literacy instruction, utilizing Learning Lab materials to ensure students have consumables which will connect learning to the real world, and Classroom Libraries to increase the literacy skills of the students and move them closer to grade level.

The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services like math teacher classroom coaching for all students, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction. The School Site Council and English Learner Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. If a strategy like close reading is showing improvement on the SBAC ELA, the initiative continues for the following year.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Discovery Prep has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to providing a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents in enrolling the student and obtaining necessary immunizations or immunization records. If transportation is an issue, the Homeless Liaison will inform the parents of all transportation services available. The Homeless Liaison will encourage parents to be involved in their child’s education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Rocketship Discovery Prep has made a reservation of funds to support homeless students. These funds will be used to cover bus passes and/or uniforms if there are homeless students with these needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Discovery Prep supports transitions to include preschool to elementary school or home/daycare to elementary school and elementary school to middle school. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teachers. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive, and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts a New Family Spring Welcome Party, Family Orientation, Back to School BBQ, Family Conferences, Home Visits, and multiple events throughout the year to support families.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Discovery Prep provides a strategic system of professional growth and improvement for new teachers, administrators, and school leaders. For all teachers, activities include providing an intensive three-week summer training that emphasizes foundational knowledge in culture and the classroom. The Charter School provides training in classroom management and effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Rocketship program, which is especially helpful for new teachers, including the use of data, instructional techniques, the scope and sequence of curricula, and family engagement. The professional development sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

Rocketship Discovery Prep dedicates at least 200 hours throughout the school year to staff professional development. The Charter School dismisses students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principal or Assistant Principal facilitates these sessions targeting the needs of the teachers in response to the data analysis, evidence from classroom observations, and personalized trainings based on the school and classroom goals. The Principal ensures participation by verifying sign-in sheets, reviewing professional development session evaluation forms, and most importantly, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement are realized. The Principal will make adjustments to the professional development sessions to ensure continuous improvement.

In order to provide ongoing professional growth and development for teachers throughout their careers, Rocketship has established a professional development fund to provide additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship Discovery Prep where their development is made a priority. Students benefit from this higher-level professional development that their teachers receive.

Rocketship Discovery Prep builds the leadership capacity of teachers, principals, and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Principals, Assistant Principals, Business Operations Managers, and Office Managers participate in Leadership Labs for at least twelve hours focusing on topics like "Effectiveness through Understanding," "Communication and Collaborative Problem Solving," and "Staff Motivation and Development." Also, the assistant principals and principals attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data-driven instruction, and providing meaningful professional development.

We expect to see teacher growth and improvement from training as demonstrated by improved student outcomes, observations from our teacher coaches, and direct feedback from teachers as they reflect on their practices. Annually, our professional development team assesses the effectiveness of our professional development, considering educational partner input, data indicating gaps in achievement, ongoing research in the field, and changing policies. They then update professional development for the coming year to address any gaps or emerging needs. This includes changes to the summer professional development program and adjusted resources and supports for professional development offered in the school. Additionally, the Principal adjusts professional development on an ongoing basis to ensure that it is addressing the staff's most pressing needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The LEA is a charter school.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Rocketship Discovery Prep (RDP). Learning how to better utilize data enables teachers to improve instructional practices and better serve all students. Following the administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RDP will have a full day analyzing assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. These assessments include NWEA three times per year and the annual CAASPP assessments. During Data Days, the Principal and Network staff help teachers analyze their students' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Principal and Assistant Principal assess the impact of these Data Days by conducting frequent classroom walk-throughs and classroom observations. Since these Data Days are scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Discovery Prep teachers receive ongoing coaching and support from the Principal or Assistant Principal. This typically includes about three hours per week of support for our

newest teachers or others who need extra support. This helps teachers better instruct all students, including English Learners and Students with Disabilities. Moreover, Rocketship Discovery Prep has developed structured common planning time for content and grade level collaboration including teacher leaders and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. This process ensures that the uses of Title II funds are based on data-driven decisions that work in coordination with other funding and programs supporting students' academics, social-emotional wellness, and personal success.

Included in data analysis about the effectiveness of professional development is input gathered from key educational partners, including teachers, school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and expert partners. Quantitative data is gathered through annual surveys for all staff and parents. Qualitative data is gathered through coaching sessions, community meetings, and reflections on programs with partners. These strong feedback processes also ensure that Title II programs are linked to other strategies, programs, and activities at Rocketship Discovery Prep. Professional development is adjusted to meet demonstrated needs as well as to adapt to changing programs and approaches at each school. Educational Partner feedback is a key input into many other ways that the school evolves strategies, programs, and activities, so applying this feedback to professional development ensures that professional development evolves in parallel with other school improvements.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Discovery Prep will provide professional development to teachers, principals, and staff focusing on the implementation of the CA ELA/ELD Framework and the principles articulated in the EL Roadmap. The work is grounded in the EL Roadmap Principle One: Assets-Oriented and Needs-Responsive Schools and ensures that the professional development provided is responsive to the needs of the specific English learner profiles that are enrolled each year, recognizing that these student profiles can change from year to year. Implementation of Principle Two: Intellectual Quality of Instruction and Meaningful Access involves professional development for teachers on embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helps identify opportunities to elevate practices and innovate in service of educational equity. To amplify the implementation of Integrated ELD, 'Universal Strategies' or Guided Language Acquisition Design (GLAD) strategies are utilized to provide access to content. Designated ELD focuses on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons are differentiated for newcomers. Teachers increase their knowledge of newcomer strategies through campus-held professional development and online modules. The foundational piece of the ongoing professional development is customized, targeted

one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Discovery Prep teachers receive ongoing coaching and support from the Principal or Assistant Principal.

It is important for the teachers to be trained and understand how to implement the English Language Development Framework in lessons. The focus is for students to practice English skills and develop academic English in all core content areas throughout the school day. The Charter School provided ongoing professional development sessions throughout the year to help teachers master English Language Development strategies and/ or Guided Language Acquisition Design strategies.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Discovery Prep serves many English Learners, the majority of whom speak Spanish. The Charter School offers high-quality language instruction through Structured English Immersion with both daily integrated English Language Development in all core content areas, as well as daily designated English Language Development.

In addition to high-quality teaching utilizing English Language Development principles and Universal Strategies or Guided Language Acquisition Design (GLAD) strategies, Rocketship Discovery Prep provides a curriculum designed to meet the needs of English Learners in order to provide greater accessibility to core content for all English Learners. In doing so, the instructional opportunities are enhanced. The goal is to support English Learners to make rapid progress out of Levels 1 and 2 and into Level 3 by focusing on oral language development, grammatical constructs, and academic vocabulary in English. This is paired with specific literacy instruction in Tier II and Tier III settings including small-group instruction or one-on-one instruction. Newcomer supports are amplified through Multilingual Learner Specialists who provide additional direct services to students, where students

engage in lessons that address not only their English language acquisition needs, but also their social emotional needs. Students also receive foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students receive home language supports to accelerate English language acquisition.

The Principal or Assistant Principal monitors the use of English Language Development strategies through classroom walk-throughs, classroom observations, and monitoring the progress of English Learners toward language proficiency. The incorporation of Universal Strategies or GLAD strategies enhances the existing language instruction of the school through Structured English Immersion including Specially Designed for Academic Instruction in English by upgrading the language instruction and core content instruction.

The charter school continues to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Discovery Prep makes it a priority to assist English Learners in achieving English proficiency and meeting the challenging state academic standards. The priority of Title III funds supports the use of English Language Development strategies. These strategies supplement the core program by using these strategies to teach the core curriculum. These are strategies that support the English Learners to access the core curriculum in a manner that makes the core content accessible, meaningful, and engaging. The Principal holds the teachers accountable for utilizing these strategies through classroom walk-throughs, classroom observations, frequent and meaningful feedback, and monitoring the growth of the English Learners through quarterly assessments offered through English Language Development cumulative assessments. The Principal ensures consistency of the use of English Language Development and Guided Language Acquisition Design strategies by providing ongoing professional development sessions throughout the school year. As the teachers analyze the progress English Learners are making toward language acquisition during Data Days and/or professional development sessions, the English Learners who are not making adequate progress are provided more intensive support through Tier II and Tier III settings including small group instruction or one-on-one instruction.

Multilingual Learner Specialists will provide additional support to English Learner newcomers during content area classes to ensure all English learners have access to meeting the adopted California content standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Discovery Prep developed this Federal Addendum in consultation with parent leaders during School Site Council and English Learner Advisory Council meetings, teachers during professional development sessions, and at the Principal level reviewing the most common strategies or obstacles to success. The educational partners including teachers, parents, staff, and the Principal complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Rocketship Public Schools which allows the individual schools to collaborate on supports and resources needed.

Rocketship Discovery Prep is committed to safe, healthy supportive drug-free environments that support academic achievement through prevention, education, and structured discipline policies. The Charter School follows a rigorous calendar of staff training, safety team meetings, and professional development.

Rocketship Discovery Prep looks to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe the intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The daily schedule reflects the value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with a SEL lesson that includes prosocial skills instruction and highlights the Rocketship Discovery Prep core values: respect, responsibility, persistence, empathy, and curiosity. The Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, the Rocketship core values, and culturally responsive pedagogy. The SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with the SEL lessons, the school has developed a community meeting framework for teachers to ensure there are relationship-building opportunities for students to connect, disengage from stress, make commitments, and unite as a community. In addition to the classroom-level

community meeting, each Rocketship campus begins the school day with Launch, which is a period for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a “core value of the month”). During Launch, the school may also promote a successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom’s recent accomplishment.

Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. The school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and provide small group support working with the SEL curriculum and other evidence-based and trauma-informed curricula. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) to meet the expected increased needs of our students. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution, and fewer mental health issues caused by trauma.

The school incorporates Chromebooks and online platforms to supplement the core curriculum and more importantly to provide Online Learning Programs for the students. The benefit of using technology like this supports each student and his/her level. It provides another format to ensure the core curriculum is differentiated in a way that supports the students’ interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

The Charter School will utilize the available flexibility to transfer Title IV, Part A funds to meet the needs of students under the Title I, Part A program. The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services by completing an annual needs assessment to inform the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change, or be replaced. If a strategy like tutoring is showing improvement on the SBAC, the initiative continues for the following year. The flexibility to transfer Title IV, Part A funds allows the funding to be used in a manner that will best meet the needs of students based on current data.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum

LEA name:

Rocketship Futuro Academy

CDS code:

07 61754 0134072

Link to the LCAP:

(optional)

https://www.rocketshipschools.org/schools/futuro-academy/

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A (Funding will be rolled over to Title I, Part A)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The major priority areas for Rocketship Futuro Academy include providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors or working on an adaptive online learning program for Literacy and STEM skills. Since the majority of the student population is socioeconomically disadvantaged and English Learners, Rocketship Futuro Academy makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged and/or English Learners.

The decisions made about the use of supplemental federal funds are discussed at the school level through the School Site Council and English Learner Advisory Council. The councils discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey that provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year. The decisions take into account the needs of Rocketship Futuro Academybased on student achievement data to include SBAC, ELPAC, NWEA, and cumulative assessments as well as student demographic data to include the significant subgroups of Latinx, socioeconomically disadvantaged, students with disabilities, and English Learners. Student achievement data and student demographic data are used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all students, English Learners, foster youth, socioeconomically disadvantaged students and low-achieving students. The LCAP goals were designed for all students and are 1) Improve 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.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the achievement of the Charter School's vision and mission and the goals for all students are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The School Site Council and English Learner Advisory Council will review and approve the LCAP prior to board approval. During quarterly meetings, the School Site Council and English Learner Advisory Council will review assessment data for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the students in their classes.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the educational partners meet to determine the schoolwide goals, it is the review of student achievement data that determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the educational partners to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or omitted. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The School Site Council, English Learner Advisory Council, teachers, staff, and parents provide input on the core program, then make decisions based on the differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organization priorities are communicated to educational partners by posting on the website, notifying parents of Title I programs in the Parent/Student Handbook, reviewing and approving the LCAP at School Site Council and English Learner Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district-level funds. Based on the needs assessment, the leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize activities. The use of Title funds to supplement the English Learner program is also discussed with the School Site Council and English Learner Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the School Site Council and English Learner Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A – Not Applicable for Charter Schools

APPROVED BY CDE

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Cafécitos (monthly coffee chats) and community meetings. Developing the Parent Engagement Policy aligns to the process with the LCAP educational partner involvement process as evidenced by frequent meetings with parents, and sharing the development of the policy and the LCAP with the School Site Council and English Learner Advisory Council. The Parent Engagement Policy is available on the school website and will be distributed in the Parent Handbook. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be successful, and how to

prepare for parent conferences. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each student's individual goals and celebrations of academic achievements, academic growth, regular attendance, and student of the month at monthly award ceremonies and during the morning launch.

The Charter School provides meaningful professional development to administrators, teachers, and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include reading in the classroom, volunteering for events, chaperoning field trips, and serving as parent leaders.

The Charter School partners and co-creates pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship in order to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include the School Site Council (SSC) and English Learner Advisory Committee (ELAC), the Regional Advisory Board, and the California Leadership Organizing Committee (CLOC). The Charter School also hosts Los Dichos, a parent, family, and community engagement activity where family members read stories that represent the cultural and linguistic diversity of students.

All information about parent workshops, programs, meetings, and activities are posted on the Charter School's website, schoolwide emails, text messages, phone calls, newsletters, and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant students so that they can actively participate in the school. Each student will receive a home visit from their core classroom teacher at the beginning of the school year to focus on student learning, individual goals for the student, and investing in families especially parents with disabilities and parents of migrant students. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs, and developing a plan to support the student if necessary.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Futuro Academy provides programs and services to the students including providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors and working on an adaptive online learning program. These schoolwide services support academically at-risk students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, and SBAC Math scores. Increasing these scores ensures that students are meeting or exceeding grade-level mastery which helps close achievement gaps. Title I funds used for Intervention curriculum and tutors support students who are at risk of not meeting state standards by working diligently on specific strategies like phonics instruction, close reading, thematic understanding, guided reading, specific literacy instruction, utilizing Learning Lab materials to ensure students have consumables which will connect learning to the real world, and Classroom Libraries to increase the literacy skills of the students and move them closer to grade level.

The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services like math teacher classroom coaching for all students, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction. The School Site Council and English Learner Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. If a strategy like close reading is showing improvement on the SBAC ELA, the initiative continues for the following year.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Futuro Academy has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to providing a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents in enrolling the student and obtaining necessary immunizations or immunization records. If transportation is an issue, the Homeless Liaison will inform the parents of all transportation services available. The Homeless Liaison will encourage parents to be involved in their child’s education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Rocketship Futuro Academy has made a reservation of funds to support homeless students. These funds will be used to cover bus passes and/or uniforms if there are homeless students with these needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Futuro Academy supports transitions to include preschool to elementary school or home/daycare to elementary school and elementary school to middle school. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teachers. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive, and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts a New Family Spring Welcome Party, Family Orientation, Back to School BBQ, Family Conferences, Home Visits, and multiple events throughout the year to support families.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Futuro Academy provides a strategic system of professional growth and improvement for new teachers, administrators, and school leaders. For all teachers, activities include providing an intensive three-week summer training that emphasizes foundational knowledge in culture and the classroom. The Charter School provides training in classroom management and effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Rocketship program, which is especially helpful for new teachers, including the use of data, instructional techniques, the scope and sequence of curricula, and family engagement. The professional development sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

Rocketship Futuro Academy dedicates at least 200 hours throughout the school year to staff professional development. The Charter School dismisses students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principal or Assistant Principal facilitates these sessions targeting the needs of the teachers in response to the data analysis, evidence from classroom observations, and personalized trainings based on the school and classroom goals. The Principal ensures participation by verifying sign-in sheets, reviewing professional development session evaluation forms, and most importantly, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement are realized. The Principal will make adjustments to the professional development sessions to ensure continuous improvement.

In order to provide ongoing professional growth and development for teachers throughout their careers, Rocketship has established a professional development fund to provide additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship Futuro Academy where their development is made a priority. Students benefit from this higher-level professional development that their teachers receive.

Rocketship Futuro Academy builds the leadership capacity of teachers, principals, and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Principals, Assistant Principals, Business Operations Managers, and Office Managers participate in Leadership Labs for at least twelve hours focusing on topics like "Effectiveness through Understanding," "Communication and Collaborative Problem Solving," and "Staff Motivation and Development." Also, the assistant principals and principals attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data-driven instruction, and providing meaningful professional development.

We expect to see teacher growth and improvement from training as demonstrated by improved student outcomes, observations from our teacher coaches, and direct feedback from teachers as they reflect on their practices. Annually, our professional development team assesses the effectiveness of our professional development, considering educational partner input, data indicating gaps in achievement, ongoing research in the field, and changing policies. They then update professional development for the coming year to address any gaps or emerging needs. This includes changes to the summer professional development program and adjusted resources and supports for professional development offered in the school. Additionally, the Principal adjusts professional development on an ongoing basis to ensure that it is addressing the staff's most pressing needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The LEA is a charter school.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Rocketship Futuro Academy (RFA). Learning how to better utilize data enables teachers to improve instructional practices and better serve all students. Following the administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RFA will have a full day analyzing assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. These assessments include NWEA three times per year and the annual CAASPP assessments. During Data Days, the Principal and Network staff help teachers analyze their students' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Principal and Assistant Principal assess the impact of these Data Days by conducting frequent classroom walk-throughs and classroom observations. Since these Data Days are scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Futuro Academy teachers receive ongoing coaching and support from the Principal or Assistant Principal. This typically includes about three hours per week of support for our

newest teachers or others who need extra support. This helps teachers better instruct all students, including English Learners and Students with Disabilities. Moreover, Rocketship Futuro Academy has developed structured common planning time for content and grade level collaboration including teacher leaders and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. This process ensures that the uses of Title II funds are based on data-driven decisions that work in coordination with other funding and programs supporting students' academics, social-emotional wellness, and personal success.

Included in data analysis about the effectiveness of professional development is input gathered from key educational partners, including teachers, school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and expert partners. Quantitative data is gathered through annual surveys for all staff and parents. Qualitative data is gathered through coaching sessions, community meetings, and reflections on programs with partners. These strong feedback processes also ensure that Title II programs are linked to other strategies, programs, and activities at Rocketship Futuro Academy. Professional development is adjusted to meet demonstrated needs as well as to adapt to changing programs and approaches at each school. Educational Partner feedback is a key input into many other ways that the school evolves strategies, programs, and activities, so applying this feedback to professional development ensures that professional development evolves in parallel with other school improvements.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Futuro Academy will provide professional development to teachers, principals, and staff focusing on the implementation of the CA ELA/ELD Framework and the principles articulated in the EL Roadmap. The work is grounded in the EL Roadmap's Principle One: Assets-Oriented and Needs-Responsive Schools and ensures that the professional development provided is responsive to the needs of the specific English learner profiles that are enrolled each year, recognizing that these student profiles can change from year to year. Implementation of Principle Two: Intellectual Quality of Instruction and Meaningful Access involves professional development for teachers on embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helps identify opportunities to elevate practices and innovate in service of educational equity. To amplify the implementation of Integrated ELD, 'Universal Strategies' or Guided Language Acquisition Design (GLAD) strategies are utilized to provide access to content. Designated ELD focuses on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons are differentiated for newcomers. Teachers increase their knowledge of newcomer strategies through campus-held professional development and online modules. The foundational piece of the ongoing professional development is customized, targeted

one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Futuro Academy teachers receive ongoing coaching and support from the Principal or Assistant Principal.

It is important for the teachers to be trained and understand how to implement the English Language Development Framework in lessons. The focus is for students to practice English skills and develop academic English in all core content areas throughout the school day. The Charter School provided ongoing professional development sessions throughout the year to help teachers master English Language Development strategies and/ or Guided Language Acquisition Design strategies.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Futuro Academy serves many English Learners, the majority of whom speak Spanish. The Charter School offers high-quality language instruction through Structured English Immersion with both daily integrated English Language Development in all core content areas, as well as daily designated English Language Development.

In addition to high-quality teaching utilizing English Language Development principles and Universal Strategies or Guided Language Acquisition Design (GLAD) strategies, Rocketship Futuro Academy provides a curriculum designed to meet the needs of English Learners in order to provide greater accessibility to core content for all English Learners. In doing so, the instructional opportunities are enhanced. The goal is to support English Learners to make rapid progress out of Levels 1 and 2 and into Level 3 by focusing on oral language development, grammatical constructs, and academic vocabulary in English. This is paired with specific literacy instruction in Tier II and Tier III settings including small-group instruction or one-on-one instruction. Newcomer supports are amplified through Multilingual Learner Specialists who provide additional direct services to students, where students engage in lessons that address not only their English language acquisition needs, but also their social

emotional needs. Students also receive foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students receive home language supports to accelerate English language acquisition.

The Principal or Assistant Principal monitors the use of English Language Development strategies through classroom walk-throughs, classroom observations, and monitoring the progress of English Learners toward language proficiency. The incorporation of Universal Strategies or GLAD strategies enhances the existing language instruction of the school through Structured English Immersion including Specially Designed for Academic Instruction in English by upgrading the language instruction and core content instruction.

The charter school continues to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Futuro Academy makes it a priority to assist English Learners in achieving English proficiency and meeting the challenging state academic standards. The priority of Title III funds supports the use of English Language Development strategies. These strategies supplement the core program by using these strategies to teach the core curriculum. These are strategies that support the English Learners to access the core curriculum in a manner that makes the core content accessible, meaningful, and engaging. The Principal holds the teachers accountable for utilizing these strategies through classroom walk-throughs, classroom observations, frequent and meaningful feedback, and monitoring the growth of the English Learners through quarterly assessments offered through English Language Development cumulative assessments. The Principal ensures consistency of the use of English Language Development and Guided Language Acquisition Design strategies by providing ongoing professional development sessions throughout the school year. As the teachers analyze the progress English Learners are making toward language acquisition during Data Days and/or professional development sessions, the English Learners who are not making adequate progress are provided more intensive support through Tier II and Tier III settings including small group instruction or one-on-one instruction.

Multilingual Learner Specialists will provide additional support to English Learner newcomers during content area classes to ensure all English learners have access to meeting the adopted California content standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Futuro Academy developed this Federal Addendum in consultation with parent leaders during School Site Council and English Learner Advisory Council meetings, teachers during professional development sessions, and at the Principal level reviewing the most common strategies or obstacles to success. The educational partners including teachers, parents, staff, and the Principal complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Rocketship Public Schools which allows the individual schools to collaborate on supports and resources needed.

Rocketship Futuro Academy is committed to safe, healthy supportive drug-free environments that support academic achievement through prevention, education, and structured discipline policies. The Charter School follows a rigorous calendar of staff training, safety team meetings, and professional development.

Rocketship Futuro Academy looks to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe the intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The daily schedule reflects the value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with a SEL lesson that includes prosocial skills instruction and highlights the Rocketship Futuro Academy core values: respect, responsibility, persistence, empathy, and curiosity. The Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, the Rocketship core values, and culturally responsive pedagogy. The SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with the SEL lessons, the school has developed a community meeting framework for teachers to ensure there are relationship-building opportunities for students to connect, disengage from stress, make commitments, and unite as a community. In addition to the classroom-level

community meeting, each Rocketship campus begins the school day with Launch, which is a period for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a “core value of the month”). During Launch, the school may also promote a successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom’s recent accomplishment.

Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. The school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and provide small group support working with the SEL curriculum and other evidence-based and trauma-informed curricula. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) to meet the expected increased needs of our students. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution, and fewer mental health issues caused by trauma.

The school incorporates Chromebooks and online platforms to supplement the core curriculum and more importantly to provide Online Learning Programs for the students. The benefit of using technology like this supports each student and his/her level. It provides another format to ensure the core curriculum is differentiated in a way that supports the students’ interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

The Charter School will utilize the available flexibility to transfer Title IV, Part A funds to meet the needs of students under the Title I, Part A program. The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services by completing an annual needs assessment to inform the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change, or be replaced. If a strategy like tutoring is showing improvement on the SBAC, the initiative continues for the following year. The flexibility to transfer Title IV, Part A funds allows the funding to be used in a manner that will best meet the needs of students based on current data.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum

LEA name:

Rocketship Fuerza Community Prep

CDS code:

43 10439 0131110

Link to the LCAP:

(optional)

https://www.rocketshipschools.org/schools/fuerza-community-prep/

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A (Funding will be rolled over to Title I, Part A)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The major priority areas for Rocketship Fuerza Community Prep include providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors or working on an adaptive online learning program for Literacy and STEM skills. Since the majority of the student population is socioeconomically disadvantaged and English Learners, Rocketship Fuerza Community Prep makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged and/or English Learners.

The decisions made about the use of supplemental federal funds are discussed at the school level through the School Site Council and English Learner Advisory Council. The councils discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey that provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year. The decisions take into account the needs of Rocketship Fuerza Community Prep based on student achievement data to include SBAC, ELPAC, NWEA, and cumulative assessments as well as student demographic data to include the significant subgroups of Latinx, socioeconomically disadvantaged, students with disabilities, and English Learners. Student achievement data and student demographic data are used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all students, English Learners, foster youth, socioeconomically disadvantaged students and low-achieving students. The LCAP goals were designed for all students and are 1) Improve 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.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the achievement of the Charter School's vision and mission and the goals for all students are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The School Site Council and English Learner Advisory Council will review and approve the LCAP prior to board approval. During quarterly meetings, the School Site Council and English Learner Advisory Council will review assessment data for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the students in their classes.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the educational partners meet to determine the schoolwide goals, it is the review of student achievement data that determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the educational partners to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or omitted. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The School Site Council, English Learner Advisory Council, teachers, staff, and parents provide input on the core program, then make decisions based on the differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organization priorities are communicated to educational partners by posting on the website, notifying parents of Title I programs in the Parent/Student Handbook, reviewing and approving the LCAP at School Site Council and English Learner Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district-level funds. Based on the needs assessment, the leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize activities. The use of Title funds to supplement the English Learner program is also discussed with the School Site Council and English Learner Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the School Site Council and English Learner Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A – Not Applicable for Charter Schools

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Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Cafécitos (monthly coffee chats) and community meetings. Developing the Parent Engagement Policy aligns to the process with the LCAP educational partner involvement process as evidenced by frequent meetings with parents, and sharing the development of the policy and the LCAP with the School Site Council and English Learner Advisory Council. The Parent Engagement Policy is available on the school website and will be distributed in the Parent Handbook. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, and how to

prepare for parent conferences. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each student's individual goals and celebrations of academic achievements, academic growth, regular attendance, and student of the month at monthly award ceremonies and during the morning launch.

The Charter School provides meaningful professional development to administrators, teachers, and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include reading in the classroom, volunteering for events, chaperoning field trips, and serving as parent leaders.

The Charter School partners and co-creates pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship in order to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include the School Site Council (SSC) and English Learner Advisory Committee (ELAC), the Regional Advisory Board, and the California Leadership Organizing Committee (CLOC). The Charter School also hosts Los Dichos, a parent, family, and community engagement activity where family members read stories that represent the cultural and linguistic diversity of students.

All information about parent workshops, programs, meetings, and activities are posted on the Charter School's website, schoolwide emails, text messages, phone calls, newsletters, and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant students so that they can actively participate in the school. Each student will receive a home visit from their core classroom teacher at the beginning of the school year to focus on student learning, individual goals for the student, and investing in families, especially parents with disabilities and parents of migrant students. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs, and developing a plan to support the student if necessary.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Fuerza Community Prep provides programs and services to the students including providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors and working on an adaptive online learning program. These schoolwide services support academically at-risk students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, and SBAC Math scores. Increasing these scores ensures that students are meeting or exceeding grade-level mastery which helps close achievement gaps. Title I funds used for Intervention curriculum and tutors support students who are at risk of not meeting state standards by working diligently on specific strategies like phonics instruction, close reading, thematic understanding, guided reading, specific literacy instruction, utilizing Learning Lab materials to ensure students have consumables which will connect learning to the real world, and Classroom Libraries to increase the literacy skills of the students and move them closer to grade level.

The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services like math teacher classroom coaching for all students, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction. The School Site Council and English Learner Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. If a strategy like close reading is showing improvement on the SBAC ELA, the initiative continues for the following year.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Fuerza Community Prep has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to providing a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents in enrolling the student and obtaining necessary immunizations or immunization records. If transportation is an issue, the Homeless Liaison will inform the parents of all transportation services available. The Homeless Liaison will encourage parents to be involved in their child’s education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Rocketship Fuerza Community Prep has made a reservation of funds to support homeless students. These funds will be used to cover bus passes and/or uniforms if there are homeless students with these needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Fuerza Community Prep supports transitions to include preschool to elementary school or home/daycare to elementary school and elementary school to middle school. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teachers. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive, and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts a New Family Spring Welcome Party, Family Orientation, Back to School BBQ, Family Conferences, Home Visits, and multiple events throughout the year to support families.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Fuerza Community Prep provides a strategic system of professional growth and improvement for new teachers, administrators, and school leaders. For all teachers, activities include providing an intensive three-week summer training that emphasizes foundational knowledge in culture and the classroom. The Charter School provides training in classroom management and effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Rocketship program, which is especially helpful for new teachers, including the use of data, instructional techniques, the scope and sequence of curricula, and family engagement. The professional development sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

Rocketship Fuerza Community Prep dedicates at least 200 hours throughout the school year to staff professional development. The Charter School dismisses students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principal or Assistant Principal facilitates these sessions targeting the needs of the teachers in response to the data analysis, evidence from classroom observations, and personalized trainings based on the school and classroom goals. The Principal ensures participation by verifying sign-in sheets, reviewing professional development session evaluation forms, and most importantly, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement are realized. The Principal will make adjustments to the professional development sessions to ensure continuous improvement.

In order to provide ongoing professional growth and development for teachers throughout their careers, Rocketship has established a professional development fund to provide additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship Fuerza Community Prep where their development is made a priority. Students benefit from this higher-level professional development that their teachers receive.

Rocketship Fuerza Community Prep builds the leadership capacity of teachers, principals, and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Principals, Assistant Principals, Business Operations Managers, and Office Managers participate in Leadership Labs for at least twelve hours focusing on topics like "Effectiveness through Understanding," "Communication and Collaborative Problem Solving," and "Staff Motivation and Development." Also, the assistant principals and principals attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data-driven instruction, and providing meaningful professional development.

We expect to see teacher growth and improvement from training as demonstrated by improved student outcomes, observations from our teacher coaches, and direct feedback from teachers as they reflect on their practices. Annually, our professional development team assesses the effectiveness of our professional development, considering educational partner input, data indicating gaps in achievement, ongoing research in the field, and changing policies. They then update professional development for the coming year to address any gaps or emerging needs. This includes changes to the summer professional development program and adjusted resources and supports for professional development offered in the school. Additionally, the Principal adjusts professional development on an ongoing basis to ensure that it is addressing the staff's most pressing needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The LEA is a charter school.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Rocketship Fuerza Community Prep (RFZ). Learning how to better utilize data enables teachers to improve instructional practices and better serve all students. Following the administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RFZ will have a full day analyzing assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. These assessments include NWEA three times per year and the annual CAASPP assessments. During Data Days, the Principal and Network staff help teachers analyze their students' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Principal and Assistant Principal assess the impact of these Data Days by conducting frequent classroom walk-throughs and classroom observations. Since these Data Days are scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Fuerza Community Prep teachers receive ongoing coaching and support from the Principal or Assistant Principal. This typically includes about three hours per week of support for

our newest teachers or others who need extra support. This helps teachers better instruct all students, including English Learners and Students with Disabilities. Moreover, Rocketship Fuerza Community Prep has developed structured common planning time for content and grade level collaboration including teacher leaders and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. This process ensures that the uses of Title II funds are based on data-driven decisions that work in coordination with other funding and programs supporting students' academics, social-emotional wellness, and personal success.

Included in data analysis about the effectiveness of professional development is input gathered from key educational partners, including teachers, school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and expert partners. Quantitative data is gathered through annual surveys for all staff and parents. Qualitative data is gathered through coaching sessions, community meetings, and reflections on programs with partners. These strong feedback processes also ensure that Title II programs are linked to other strategies, programs, and activities at Rocketship Fuerza Community Prep. Professional development is adjusted to meet demonstrated needs as well as to adapt to changing programs and approaches at each school. Educational Partner feedback is a key input into many other ways that the school evolves strategies, programs, and activities, so applying this feedback to professional development ensures that professional development evolves in parallel with other school improvements.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Fuerza Community Prep will provide professional development to teachers, principals, and staff focusing on the implementation of the CA ELA/ELD Framework and the principles articulated in the EL Roadmap. The work is grounded in the EL Roadmap Principle One: Assets-Oriented and Needs-Responsive Schools and ensures that the professional development provided is responsive to the needs of the specific English learner profiles that are enrolled each year, recognizing that these student profiles can change from year to year. Implementation of Principle Two: Intellectual Quality of Instruction and Meaningful Access involves professional development for teachers on embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helps identify opportunities to elevate practices and innovate in service of educational equity. To amplify the implementation of Integrated ELD, 'Universal Strategies' or Guided Language Acquisition Design (GLAD) strategies are utilized to provide access to content. Designated ELD focuses on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons are differentiated for newcomers. Teachers increase their knowledge of newcomer strategies through

campus-held professional development and online modules. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Fuerza Community Prep teachers receive ongoing coaching and support from the Principal or Assistant Principal.

It is important for the teachers to be trained and understand how to implement the English Language Development Framework in lessons. The focus is for students to practice English skills and develop academic English in all core content areas throughout the school day. The Charter School provided ongoing professional development sessions throughout the year to help teachers master English Language Development strategies and/ or Guided Language Acquisition Design strategies.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Fuerza Community Prep serves many English Learners, the majority of whom speak Spanish. The Charter School offers high-quality language instruction through Structured English Immersion with both daily integrated English Language Development in all core content areas, as well as daily designated English Language Development.

In addition to high-quality teaching utilizing English Language Development principles and Universal Strategies or Guided Language Acquisition Design (GLAD) strategies, Rocketship Fuerza Community Prep provides a curriculum designed to meet the needs of English Learners in order to provide greater accessibility to core content for all English Learners. In doing so, the instructional opportunities are enhanced. The goal is to support English Learners to make rapid progress out of Levels 1 and 2 and into Level 3 by focusing on oral language development, grammatical constructs, and academic vocabulary in English. This is paired with specific literacy instruction in Tier II and Tier III settings including small-group instruction or one-on-one instruction. Newcomer supports are

amplified through Multilingual Learner Specialists who provide additional direct services to students, where students engage in lessons that address not only their English language acquisition needs, but also their social emotional needs. Students also receive foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students receive home language supports to accelerate English language acquisition.

The Principal or Assistant Principal monitors the use of English Language Development strategies through classroom walk-throughs, classroom observations, and monitoring the progress of English Learners toward language proficiency. The incorporation of Universal Strategies or GLAD strategies enhances the existing language instruction of the school through Structured English Immersion including Specially Designed for Academic Instruction in English by upgrading the language instruction and core content instruction.

The charter school continues to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Fuerza Community Prep makes it a priority to assist English Learners in achieving English proficiency and meeting the challenging state academic standards. The priority of Title III funds supports the use of English Language Development strategies. These strategies supplement the core program by using these strategies to teach the core curriculum. These are strategies that support the English Learners to access the core curriculum in a manner that makes the core content accessible, meaningful, and engaging. The Principal holds the teachers accountable for utilizing these strategies through classroom walk-throughs, classroom observations, frequent and meaningful feedback, and monitoring the growth of the English Learners through quarterly assessments offered through English Language Development cumulative assessments. The Principal ensures consistency of the use of English Language Development and Guided Language Acquisition Design strategies by providing ongoing professional development sessions throughout the school year. As the teachers analyze the progress English Learners are making toward language acquisition during Data Days and/or professional development sessions, the English Learners who are not making adequate progress are provided more intensive support through Tier II and Tier III settings including small group instruction or one-on-one instruction.

Multilingual Learner Specialists will provide additional support to English Learner newcomers during content area classes to ensure all English learners have access to meeting the adopted California content standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Fuerza Community Prep developed this Federal Addendum in consultation with parent leaders during School Site Council and English Learner Advisory Council meetings, teachers during professional development sessions, and at the Principal level reviewing the most common strategies or obstacles to success. The educational partners including teachers, parents, staff, and the Principal complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Rocketship Public Schools which allows the individual schools to collaborate on supports and resources needed.

Rocketship Fuerza Community Prep is committed to safe, healthy supportive drug-free environments that support academic achievement through prevention, education, and structured discipline policies. The Charter School follows a rigorous calendar of staff training, safety team meetings, and professional development.

Rocketship Fuerza Community Prep looks to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe the intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The daily schedule reflects the value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with a SEL lesson that includes prosocial skills instruction and highlights the Rocketship Fuerza Community Prep core values: respect, responsibility, persistence, empathy, and curiosity. The Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, the Rocketship core values, and culturally responsive pedagogy. The SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with the SEL lessons, the school has developed a community meeting framework for teachers to ensure there are relationship-building opportunities for students to connect, disengage from stress, make commitments, and unite as a community. In

addition to the classroom-level community meeting, each Rocketship campus begins the school day with Launch, which is a period for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a “core value of the month”). During Launch, the school may also promote a successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom’s recent accomplishment.

Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. The school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and provide small group support working with the SEL curriculum and other evidence-based and trauma-informed curricula. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) to meet the expected increased needs of our students. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution, and fewer mental health issues caused by trauma.

The school incorporates Chromebooks and online platforms to supplement the core curriculum and more importantly to provide Online Learning Programs for the students. The benefit of using technology like this supports each student and his/her level. It provides another format to ensure the core curriculum is differentiated in a way that supports the students’ interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

The Charter School will utilize the available flexibility to transfer Title IV, Part A funds to meet the needs of students under the Title I, Part A program. The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services by completing an annual needs assessment to inform the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change, or be replaced. If a strategy like tutoring is showing improvement on the SBAC, the initiative continues for the following year. The flexibility to transfer Title IV, Part A funds allows the funding to be used in a manner that will best meet the needs of students based on current data.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum

LEA name:

Rocketship Los Sueños Academy

CDS code:

43 10439 0120642

Link to the LCAP:

(optional)

https://www.rocketshipschools.org/schools/los-suenos-academy/

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A (Funding will be rolled over to Title I, Part A)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The major priority areas for Rocketship Los Sueños Academy include providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors or working on an adaptive online learning program for Literacy and STEM skills. Since the majority of the student population is socioeconomically disadvantaged and English Learners, Rocketship Los Sueños Academy makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged and/or English Learners.

The decisions made about the use of supplemental federal funds are discussed at the school level through the School Site Council and English Learner Advisory Council. The councils discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey that provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year. The decisions take into account the needs of Rocketship Los Sueños Academy based on student achievement data to include SBAC, ELPAC, NWEA, and cumulative assessments as well as student demographic data to include the significant subgroups of Latinx, socioeconomically disadvantaged, students with disabilities, and English Learners. Student achievement data and student demographic data are used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all students, English Learners, foster youth, socioeconomically disadvantaged students and low-achieving students. The LCAP goals were designed for all students and are 1) Improve 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.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the achievement of the Charter School's vision and mission and the goals for all students are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The School Site Council and English Learner Advisory Council will review and approve the LCAP prior to board approval. During quarterly meetings, the School Site Council and English Learner Advisory Council will review assessment data for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the students in their classes.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the educational partners meet to determine the schoolwide goals, it is the review of student achievement data that determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the educational partners to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or omitted. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The School Site Council, English Learner Advisory Council, teachers, staff, and parents provide input on the core program, then make decisions based on the differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organization priorities are communicated to educational partners by posting on the website, notifying parents of Title I programs in the Parent/Student Handbook, reviewing and approving the LCAP at School Site Council and English Learner Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district-level funds. Based on the needs assessment, the leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize activities. The use of Title funds to supplement the English Learner program is also discussed with the School Site Council and English Learner Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the School Site Council and English Learner Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A – Not Applicable for Charter Schools

APPROVED BY CDE

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Cafécitos (monthly coffee chats) and community meetings. Developing the Parent Engagement Policy aligns to the process with the LCAP educational partner involvement process as evidenced by frequent meetings with parents, and sharing the development of the policy and the LCAP with the School Site Council and English Learner Advisory Council. The Parent Engagement Policy is available on the school website and will be distributed in the Parent Handbook. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be successful, and how to

prepare for parent conferences. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each student's individual goals and celebrations of academic achievements, academic growth, regular attendance, and student of the month at monthly award ceremonies and during the morning launch.

The Charter School provides meaningful professional development to administrators, teachers, and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include reading in the classroom, volunteering for events, chaperoning field trips, and serving as parent leaders.

The Charter School partners and co-creates pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship in order to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include the School Site Council (SSC) and English Learner Advisory Committee (ELAC), the Regional Advisory Board, and the California Leadership Organizing Committee (CLOC). The Charter School also hosts Los Dichos, a parent, family, and community engagement activity where family members read stories that represent the cultural and linguistic diversity of students.

All information about parent workshops, programs, meetings, and activities are posted on the Charter School's website, schoolwide emails, text messages, phone calls, newsletters, and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant students so that they can actively participate in the school. Each student will receive a home visit from their core classroom teacher at the beginning of the school year to focus on student learning, individual goals for the student, and investing in families, especially parents with disabilities and parents of migrant students. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs, and developing a plan to support the student if necessary.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Los Sueños Academy provides programs and services to the students including providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors and working on an adaptive online learning program. These schoolwide services support academically at-risk students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, and SBAC Math scores. Increasing these scores ensures that students are meeting or exceeding grade-level mastery which helps close achievement gaps. Title I funds used for Intervention curriculum and tutors support students who are at risk of not meeting state standards by working diligently on specific strategies like phonics instruction, close reading, thematic understanding, guided reading, specific literacy instruction, utilizing Learning Lab materials to ensure students have consumables which will connect learning to the real world, and Classroom Libraries to increase the literacy skills of the students and move them closer to grade level.

The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services like math teacher classroom coaching for all students, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction. The School Site Council and English Learner Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. If a strategy like close reading is showing improvement on the SBAC ELA, the initiative continues for the following year.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Los Sueños Academy has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to providing a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents in enrolling the student and obtaining necessary immunizations or immunization records. If transportation is an issue, the Homeless Liaison will inform the parents of all transportation services available. The Homeless Liaison will encourage parents to be involved in their child’s education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Rocketship Los Sueños Academy has made a reservation of funds to support homeless students. These funds will be used to cover bus passes and/or uniforms if there are homeless students with these needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Los Sueños Academy supports transitions to include preschool to elementary school or home/daycare to elementary school and elementary school to middle school. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teachers. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive, and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts a New Family Spring Welcome Party, Family Orientation, Back to School BBQ, Family Conferences, Home Visits, and multiple events throughout the year to support families.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Los Sueños Academy provides a strategic system of professional growth and improvement for new teachers, administrators, and school leaders. For all teachers, activities include providing an intensive three-week summer training that emphasizes foundational knowledge in culture and the classroom. The Charter School provides training in classroom management and effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Rocketship program, which is especially helpful for new teachers, including the use of data, instructional techniques, the scope and sequence of curricula, and family engagement. The professional development sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

Rocketship Los Sueños Academy dedicates at least 200 hours throughout the school year to staff professional development. The Charter School dismisses students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principal or Assistant Principal facilitates these sessions targeting the needs of the teachers in response to the data analysis, evidence from classroom observations, and personalized trainings based on the school and classroom goals. The Principal ensures participation by verifying sign-in sheets, reviewing professional development session evaluation forms, and most importantly, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement are realized. The Principal will make adjustments to the professional development sessions to ensure continuous improvement.

In order to provide ongoing professional growth and development for teachers throughout their careers, Rocketship has established a professional development fund to provide additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship Los Sueños Academy where their development is made a priority. Students benefit from this higher-level professional development that their teachers receive.

Rocketship Los Sueños Academy builds the leadership capacity of teachers, principals, and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Principals, Assistant Principals, Business Operations Managers, and Office Managers participate in Leadership Labs for at least twelve hours focusing on topics like "Effectiveness through Understanding," "Communication and Collaborative Problem Solving," and "Staff Motivation and Development." Also, the assistant principals and principals attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data-driven instruction, and providing meaningful professional development.

We expect to see teacher growth and improvement from training as demonstrated by improved student outcomes, observations from our teacher coaches, and direct feedback from teachers as they reflect on their practices. Annually, our professional development team assesses the effectiveness of our professional development, considering educational partner input, data indicating gaps in achievement, ongoing research in the field, and changing policies. They then update professional development for the coming year to address any gaps or emerging needs. This includes changes to the summer professional development program and adjusted resources and supports for professional development offered in the school. Additionally, the Principal adjusts professional development on an ongoing basis to ensure that it is addressing the staff's most pressing needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The LEA is a charter school.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Rocketship Los Sueños Academy (RLS). Learning how to better utilize data enables teachers to improve instructional practices and better serve all students. Following the administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RLS will have a full day analyzing assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. These assessments include NWEA three times per year and the annual CAASPP assessments. During Data Days, the Principal and Network staff help teachers analyze their students' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Principal and Assistant Principal assess the impact of these Data Days by conducting frequent classroom walk-throughs and classroom observations. Since these Data Days are scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Los Sueños Academy teachers receive ongoing coaching and support from the Principal or Assistant Principal. This typically includes about three hours per week of support for our

newest teachers or others who need extra support. This helps teachers better instruct all students, including English Learners and Students with Disabilities. Moreover, Rocketship Los Sueños Academy has developed structured common planning time for content and grade level collaboration including teacher leaders and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. This process ensures that the uses of Title II funds are based on data-driven decisions that work in coordination with other funding and programs supporting students' academics, social-emotional wellness, and personal success.

Included in data analysis about the effectiveness of professional development is input gathered from key educational partners, including teachers, school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and expert partners. Quantitative data is gathered through annual surveys for all staff and parents. Qualitative data is gathered through coaching sessions, community meetings, and reflections on programs with partners. These strong feedback processes also ensure that Title II programs are linked to other strategies, programs, and activities at Rocketship Los Sueños Academy. Professional development is adjusted to meet demonstrated needs as well as to adapt to changing programs and approaches at each school. Educational Partner feedback is a key input into many other ways that the school evolves strategies, programs, and activities, so applying this feedback to professional development ensures that professional development evolves in parallel with other school improvements.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Los Sueños Academy will provide professional development to teachers, principals, and staff focusing on the implementation of the CA ELA/ELD Framework and the principles articulated in the EL Roadmap. The work is grounded in the EL Roadmap Principle One: Assets-Oriented and Needs-Responsive Schools and ensures that the professional development provided is responsive to the needs of the specific English learner profiles that are enrolled each year, recognizing that these student profiles can change from year to year. Implementation of Principle Two: Intellectual Quality of Instruction and Meaningful Access involves professional development for teachers on embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helps identify opportunities to elevate practices and innovate in service of educational equity. To amplify the implementation of Integrated ELD, 'Universal Strategies' or Guided Language Acquisition Design (GLAD) strategies are utilized to provide access to content. Designated ELD focuses on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons are differentiated for newcomers. Teachers increase their knowledge of newcomer strategies through campus-held professional development and online modules. The foundational piece of the ongoing professional development is customized, targeted

one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Los Sueños Academy teachers receive ongoing coaching and support from the Principal or Assistant Principal.

It is important for the teachers to be trained and understand how to implement the English Language Development Framework in lessons. The focus is for students to practice English skills and develop academic English in all core content areas throughout the school day. The Charter School provided ongoing professional development sessions throughout the year to help teachers master English Language Development strategies and/ or Guided Language Acquisition Design strategies.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Los Sueños Academy serves many English Learners, the majority of whom speak Spanish. The Charter School offers high-quality language instruction through Structured English Immersion with both daily integrated English Language Development in all core content areas, as well as daily designated English Language Development.

In addition to high-quality teaching utilizing English Language Development principles and Universal Strategies or Guided Language Acquisition Design (GLAD) strategies, Rocketship Los Sueños Academy provides a curriculum designed to meet the needs of English Learners in order to provide greater accessibility to core content for all English Learners. In doing so, the instructional opportunities are enhanced. The goal is to support English Learners to make rapid progress out of Levels 1 and 2 and into Level 3 by focusing on oral language development, grammatical constructs, and academic vocabulary in English. This is paired with specific literacy instruction in Tier II and Tier III settings including small-group instruction or one-on-one instruction. Newcomer supports are amplified through Multilingual Learner Specialists who provide additional direct services to students,

where students engage in lessons that address not only their English language acquisition needs, but also their social emotional needs. Students also receive foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students receive home language supports to accelerate English language acquisition.

The Principal or Assistant Principal monitors the use of English Language Development strategies through classroom walk-throughs, classroom observations, and monitoring the progress of English Learners toward language proficiency. The incorporation of Universal Strategies or GLAD strategies enhances the existing language instruction of the school through Structured English Immersion including Specially Designed for Academic Instruction in English by upgrading the language instruction and core content instruction.

The charter school continues to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Los Sueños Academy makes it a priority to assist English Learners in achieving English proficiency and meeting the challenging state academic standards. The priority of Title III funds supports the use of English Language Development strategies. These strategies supplement the core program by using these strategies to teach the core curriculum. These are strategies that support the English Learners to access the core curriculum in a manner that makes the core content accessible, meaningful, and engaging. The Principal holds the teachers accountable for utilizing these strategies through classroom walk-throughs, classroom observations, frequent and meaningful feedback, and monitoring the growth of the English Learners through quarterly assessments offered through English Language Development cumulative assessments. The Principal ensures consistency of the use of English Language Development and Guided Language Acquisition Design strategies by providing ongoing professional development sessions throughout the school year. As the teachers analyze the progress English Learners are making toward language acquisition during Data Days and/or professional development sessions, the English Learners who are not making adequate progress are provided more intensive support through Tier II and Tier III settings including small group instruction or one-on-one instruction.

Multilingual Learner Specialists will provide additional support to English Learner newcomers during content area classes to ensure all English learners have access to meeting the adopted California content standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Los Sueños Academy developed this Federal Addendum in consultation with parent leaders during School Site Council and English Learner Advisory Council meetings, teachers during professional development sessions, and at the Principal level reviewing the most common strategies or obstacles to success. The educational partners including teachers, parents, staff, and the Principal complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Rocketship Public Schools which allows the individual schools to collaborate on supports and resources needed.

Rocketship Los Sueños Academy is committed to safe, healthy supportive drug-free environments that support academic achievement through prevention, education, and structured discipline policies. The Charter School follows a rigorous calendar of staff training, safety team meetings, and professional development.

Rocketship Los Sueños Academy looks to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe the intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The daily schedule reflects the value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with a SEL lesson that includes prosocial skills instruction and highlights the Rocketship Los Sueños Academy core values: respect, responsibility, persistence, empathy, and curiosity. The Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, the Rocketship core values, and culturally responsive pedagogy. The SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with the SEL lessons, the school has developed a community meeting framework for teachers to ensure there are relationship-building opportunities for students to connect, disengage from stress, make commitments, and unite as a community. In

addition to the classroom-level community meeting, each Rocketship campus begins the school day with Launch, which is a period for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a “core value of the month”). During Launch, the school may also promote a successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom’s recent accomplishment.

Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. The school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and provide small group support working with the SEL curriculum and other evidence-based and trauma-informed curricula. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) to meet the expected increased needs of our students. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution, and fewer mental health issues caused by trauma.

The school incorporates Chromebooks and online platforms to supplement the core curriculum and more importantly to provide Online Learning Programs for the students. The benefit of using technology like this supports each student and his/her level. It provides another format to ensure the core curriculum is differentiated in a way that supports the students’ interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

The Charter School will utilize the available flexibility to transfer Title IV, Part A funds to meet the needs of students under the Title I, Part A program. The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services by completing an annual needs assessment to inform the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change, or be replaced. If a strategy like tutoring is showing improvement on the SBAC, the initiative continues for the following year. The flexibility to transfer Title IV, Part A funds allows the funding to be used in a manner that will best meet the needs of students based on current data.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum

LEA name:

Rocketship Mateo Sheedy Elementary

CDS code:

43 10439 0113704

Link to the LCAP:

(optional)

https://www.rocketshipschools.org/schools/mateo-sheedy-elementary/

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A (Funding will be rolled over to Title I, Part A)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The major priority areas for Rocketship Mateo Sheedy Elementary include providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors or working on an adaptive online learning program for Literacy and STEM skills. Since the majority of the student population is socioeconomically disadvantaged and English Learners, Rocketship Mateo Sheedy Elementary makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged and/or English Learners.

The decisions made about the use of supplemental federal funds are discussed at the school level through the School Site Council and English Learner Advisory Council. The councils discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey that provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year. The decisions take into account the needs of Rocketship Mateo Sheedy Elementary based on student achievement data to include SBAC, ELPAC, NWEA, and cumulative assessments as well as student demographic data to include the significant subgroups of Latinx, socioeconomically disadvantaged, students with disabilities, and English Learners. Student achievement data and student demographic data are used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all students, English Learners, foster youth, socioeconomically disadvantaged students and low-achieving students. The LCAP goals were designed for all students and are 1) Improve 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.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the achievement of the Charter School's vision and mission and the goals for all students are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The School Site Council and English Learner Advisory Council will review and approve the LCAP prior to board approval. During quarterly meetings, the School Site Council and English Learner Advisory Council will review assessment data for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the students in their classes.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the educational partners meet to determine the schoolwide goals, it is the review of student achievement data that determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the educational partners to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or omitted. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The School Site Council, English Learner Advisory Council, teachers, staff, and parents provide input on the core program, then make decisions based on the differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organization priorities are communicated to educational partners by posting on the website, notifying parents of Title I programs in the Parent/Student Handbook, reviewing and approving the LCAP at School Site Council and English Learner Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district-level funds. Based on the needs assessment, the leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize activities. The use of Title funds to supplement the English Learner program is also discussed with the School Site Council and English Learner Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the School Site Council and English Learner Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A – Not Applicable for Charter Schools

APPROVED BY CDE

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Cafécitos (monthly coffee chats) and community meetings. Developing the Parent Engagement Policy aligns to the process with the LCAP educational partner involvement process as evidenced by frequent meetings with parents, and sharing the development of the policy and the LCAP with the School Site Council and English Learner Advisory Council. The Parent Engagement Policy is available on the school website and will be distributed in the Parent Handbook. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be successful, and how to

prepare for parent conferences. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each student's individual goals and celebrations of academic achievements, academic growth, regular attendance, and student of the month at monthly award ceremonies and during the morning launch.

The Charter School provides meaningful professional development to administrators, teachers, and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include reading in the classroom, volunteering for events, chaperoning field trips, and serving as parent leaders.

The Charter School partners and co-creates pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship in order to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include the School Site Council (SSC) and English Learner Advisory Committee (ELAC), the Regional Advisory Board, and the California Leadership Organizing Committee (CLOC). The Charter School also hosts Los Dichos, a parent, family, and community engagement activity where family members read stories that represent the cultural and linguistic diversity of students.

All information about parent workshops, programs, meetings, and activities are posted on the Charter School's website, schoolwide emails, text messages, phone calls, newsletters, and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant students so that they can actively participate in the school. Each student will receive a home visit from their core classroom teacher at the beginning of the school year to focus on student learning, individual goals for the student, and investing in families, especially parents with disabilities and parents of migrant students. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs, and developing a plan to support the student if necessary.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Mateo Sheedy Elementary provides programs and services to the students including providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors and working on an adaptive online learning program. These schoolwide services support academically at-risk students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, and SBAC Math scores. Increasing these scores ensures that students are meeting or exceeding grade-level mastery which helps close achievement gaps. Title I funds used for Intervention curriculum and tutors support students who are at risk of not meeting state standards by working diligently on specific strategies like phonics instruction, close reading, thematic understanding, guided reading, specific literacy instruction, utilizing Learning Lab materials to ensure students have consumables which will connect learning to the real world, and Classroom Libraries to increase the literacy skills of the students and move them closer to grade level.

The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services like math teacher classroom coaching for all students, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction. The School Site Council and English Learner Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. If a strategy like close reading is showing improvement on the SBAC ELA, the initiative continues for the following year.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Mateo Sheedy Elementary has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to providing a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents in enrolling the student and obtaining necessary immunizations or immunization records. If transportation is an issue, the Homeless Liaison will inform the parents of all transportation services available. The Homeless Liaison will encourage parents to be involved in their child’s education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Rocketship Mateo Sheedy Elementary has made a reservation of funds to support homeless students. These funds will be used to cover bus passes and/or uniforms if there are homeless students with these needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Mateo Sheedy Elementary supports transitions to include preschool to elementary school or home/daycare to elementary school and elementary school to middle school. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teachers. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive, and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts a New Family Spring Welcome Party, Family Orientation, Back to School BBQ, Family Conferences, Home Visits, and multiple events throughout the year to support families.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Mateo Sheedy Elementary provides a strategic system of professional growth and improvement for new teachers, administrators, and school leaders. For all teachers, activities include providing an intensive three-week summer training that emphasizes foundational knowledge in culture and the classroom. The Charter School provides training in classroom management and effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Rocketship program, which is especially helpful for new teachers, including the use of data, instructional techniques, the scope and sequence of curricula, and family engagement. The professional development sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

Rocketship Mateo Sheedy Elementary dedicates at least 200 hours throughout the school year to staff professional development. The Charter School dismisses students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principal or Assistant Principal facilitates these sessions targeting the needs of the teachers in response to the data analysis, evidence from classroom observations, and personalized trainings based on the school and classroom goals. The Principal ensures participation by verifying sign-in sheets, reviewing professional development session evaluation forms, and most importantly, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement are realized. The Principal will make adjustments to the professional development sessions to ensure continuous improvement.

In order to provide ongoing professional growth and development for teachers throughout their careers, Rocketship has established a professional development fund to provide additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship Mateo Sheedy Elementary where their development is made a priority. Students benefit from this higher-level professional development that their teachers receive.

Rocketship Mateo Sheedy Elementary builds the leadership capacity of teachers, principals, and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Principals, Assistant Principals, Business Operations Managers, and Office Managers participate in Leadership Labs for at least twelve hours focusing on topics like "Effectiveness through Understanding," "Communication and Collaborative Problem Solving," and "Staff Motivation and Development." Also, the assistant principals and principals attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data-driven instruction, and providing meaningful professional development.

We expect to see teacher growth and improvement from training as demonstrated by improved student outcomes, observations from our teacher coaches, and direct feedback from teachers as they reflect on their practices. Annually, our professional development team assesses the effectiveness of our professional development, considering educational partner input, data indicating gaps in achievement, ongoing research in the field, and changing policies. They then update professional development for the coming year to address any gaps or emerging needs. This includes changes to the summer professional development program and adjusted resources and supports for professional development offered in the school. Additionally, the Principal adjusts professional development on an ongoing basis to ensure that it is addressing the staff's most pressing needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The LEA is a charter school.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Rocketship Mateo Sheedy Elementary (RMS). Learning how to better utilize data enables teachers to improve instructional practices and better serve all students. Following the administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RMS will have a full day analyzing assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. These assessments include NWEA three times per year and the annual CAASPP assessments. During Data Days, the Principal and Network staff help teachers analyze their students' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Principal and Assistant Principal assess the impact of these Data Days by conducting frequent classroom walk-throughs and classroom observations. Since these Data Days are scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Mateo Sheedy Elementary teachers receive ongoing coaching and support from the Principal or Assistant Principal. This typically includes about three hours per week of support for

our newest teachers or others who need extra support. This helps teachers better instruct all students, including English Learners and Students with Disabilities. Moreover, Rocketship Mateo Sheedy Elementary has developed structured common planning time for content and grade level collaboration including teacher leaders and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. This process ensures that the uses of Title II funds are based on data-driven decisions that work in coordination with other funding and programs supporting students' academics, social-emotional wellness, and personal success.

Included in data analysis about the effectiveness of professional development is input gathered from key educational partners, including teachers, school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and expert partners. Quantitative data is gathered through annual surveys for all staff and parents. Qualitative data is gathered through coaching sessions, community meetings, and reflections on programs with partners. These strong feedback processes also ensure that Title II programs are linked to other strategies, programs, and activities at Rocketship Mateo Sheedy Elementary. Professional development is adjusted to meet demonstrated needs as well as to adapt to changing programs and approaches at each school. Educational Partner feedback is a key input into many other ways that the school evolves strategies, programs, and activities, so applying this feedback to professional development ensures that professional development evolves in parallel with other school improvements.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Mateo Sheedy Elementary will provide professional development to teachers, principals, and staff focusing on the implementation of the CA ELA/ELD Framework and the principles articulated in the EL Roadmap. The work is grounded in the EL Roadmap Principle One: Assets-Oriented and Needs-Responsive Schools and ensures that the professional development provided is responsive to the needs of the specific English learner profiles that are enrolled each year, recognizing that these student profiles can change from year to year. Implementation of Principle Two: Intellectual Quality of Instruction and Meaningful Access involves professional development for teachers on embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helps identify opportunities to elevate practices and innovate in service of educational equity. To amplify the implementation of Integrated ELD, 'Universal Strategies' or Guided Language Acquisition Design (GLAD) strategies are utilized to provide access to content. Designated ELD focuses on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons are differentiated for newcomers. Teachers increase their knowledge of newcomer strategies through

campus-held professional development and online modules. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Mateo Sheedy Elementary teachers receive ongoing coaching and support from the Principal or Assistant Principal.

It is important for the teachers to be trained and understand how to implement the English Language Development Framework in lessons. The focus is for students to practice English skills and develop academic English in all core content areas throughout the school day. The Charter School provided ongoing professional development sessions throughout the year to help teachers master English Language Development strategies and/ or Guided Language Acquisition Design strategies.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Mateo Sheedy Elementary serves many English Learners, the majority of whom speak Spanish. The Charter School offers high-quality language instruction through Structured English Immersion with both daily integrated English Language Development in all core content areas, as well as daily designated English Language Development.

In addition to high-quality teaching utilizing English Language Development principles and Universal Strategies or Guided Language Acquisition Design (GLAD) strategies, Rocketship Mateo Sheedy Elementary provides a curriculum designed to meet the needs of English Learners in order to provide greater accessibility to core content for all English Learners. In doing so, the instructional opportunities are enhanced. The goal is to support English Learners to make rapid progress out of Levels 1 and 2 and into Level 3 by focusing on oral language development, grammatical constructs, and academic vocabulary in English. This is paired with specific literacy instruction in Tier II and Tier III settings including small-group instruction or one-on-one instruction. Newcomer supports are

amplified through Multilingual Learner Specialists who provide additional direct services to students, where students engage in lessons that address not only their English language acquisition needs, but also their social emotional needs. Students also receive foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students receive home language supports to accelerate English language acquisition.

The Principal or Assistant Principal monitors the use of English Language Development strategies through classroom walk-throughs, classroom observations, and monitoring the progress of English Learners toward language proficiency. The incorporation of Universal Strategies or GLAD strategies enhances the existing language instruction of the school through Structured English Immersion including Specially Designed for Academic Instruction in English by upgrading the language instruction and core content instruction.

The charter school continues to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Mateo Sheedy Elementary makes it a priority to assist English Learners in achieving English proficiency and meeting the challenging state academic standards. The priority of Title III funds supports the use of English Language Development strategies. These strategies supplement the core program by using these strategies to teach the core curriculum. These are strategies that support the English Learners to access the core curriculum in a manner that makes the core content accessible, meaningful, and engaging. The Principal holds the teachers accountable for utilizing these strategies through classroom walk-throughs, classroom observations, frequent and meaningful feedback, and monitoring the growth of the English Learners through quarterly assessments offered through English Language Development cumulative assessments. The Principal ensures consistency of the use of English Language Development and Guided Language Acquisition Design strategies by providing ongoing professional development sessions throughout the school year. As the teachers analyze the progress English Learners are making toward language acquisition during Data Days and/or professional development sessions, the English Learners who are not making adequate progress are provided more intensive support through Tier II and Tier III settings including small group instruction or one-on-one instruction.

Multilingual Learner Specialists will provide additional support to English Learner newcomers during content area classes to ensure all English learners have access to meeting the adopted California content standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Mateo Sheedy Elementary developed this Federal Addendum in consultation with parent leaders during School Site Council and English Learner Advisory Council meetings, teachers during professional development sessions, and at the Principal level reviewing the most common strategies or obstacles to success. The educational partners including teachers, parents, staff, and the Principal complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Rocketship Public Schools which allows the individual schools to collaborate on supports and resources needed.

Rocketship Mateo Sheedy Elementary is committed to safe, healthy supportive drug-free environments that support academic achievement through prevention, education, and structured discipline policies. The Charter School follows a rigorous calendar of staff training, safety team meetings, and professional development.

Rocketship Mateo Sheedy Elementary looks to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe the intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The daily schedule reflects the value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with a SEL lesson that includes prosocial skills instruction and highlights the Rocketship Mateo Sheedy Elementary core values: respect, responsibility, persistence, empathy, and curiosity. The Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, the Rocketship core values, and culturally responsive pedagogy. The SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with the SEL lessons, the school has developed a community meeting framework for teachers to ensure there are relationship-building opportunities for students to connect, disengage from stress, make commitments, and unite as a community. In

addition to the classroom-level community meeting, each Rocketship campus begins the school day with Launch, which is a period for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a “core value of the month”). During Launch, the school may also promote a successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom’s recent accomplishment.

Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. The school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and provide small group support working with the SEL curriculum and other evidence-based and trauma-informed curricula. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) to meet the expected increased needs of our students. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution, and fewer mental health issues caused by trauma.

The school incorporates Chromebooks and online platforms to supplement the core curriculum and more importantly to provide Online Learning Programs for the students. The benefit of using technology like this supports each student and his/her level. It provides another format to ensure the core curriculum is differentiated in a way that supports the students’ interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

The Charter School will utilize the available flexibility to transfer Title IV, Part A funds to meet the needs of students under the Title I, Part A program. The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services by completing an annual needs assessment to inform the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change, or be replaced. If a strategy like tutoring is showing improvement on the SBAC, the initiative continues for the following year. The flexibility to transfer Title IV, Part A funds allows the funding to be used in a manner that will best meet the needs of students based on current data.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum

LEA name:

Rocketship Mosaic Elementary

CDS code:

43 69450 0123299

Link to the LCAP:

(optional)

https://www.rocketshipschools.org/schools/mosaic-elementary/

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A (Funding will be rolled over to Title I, Part A)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The major priority areas for Rocketship Mosaic Elementary include providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors or working on an adaptive online learning program for Literacy and STEM skills. Since the majority of the student population is socioeconomically disadvantaged and English Learners, Rocketship Mosaic Elementary makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged and/or English Learners.

The decisions made about the use of supplemental federal funds are discussed at the school level through the School Site Council and English Learner Advisory Council. The councils discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey that provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year. The decisions take into account the needs of Rocketship Mosaic Elementary based on student achievement data to include SBAC, ELPAC, NWEA, and cumulative assessments as well as student demographic data to include the significant subgroups of Latinx, socioeconomically disadvantaged, students with disabilities, and English Learners. Student achievement data and student demographic data are used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all students, English Learners, foster youth, socioeconomically disadvantaged students and low-achieving students. The LCAP goals were designed for all students and are 1) Improve 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.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the achievement of the Charter School's vision and mission and the goals for all students are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The School Site Council and English Learner Advisory Council will review and approve the LCAP prior to board approval. During quarterly meetings, the School Site Council and English Learner Advisory Council will review assessment data for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the students in their classes.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the educational partners meet to determine the schoolwide goals, it is the review of student achievement data that determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the educational partners to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or omitted. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The School Site Council, English Learner Advisory Council, teachers, staff, and parents provide input on the core program, then make decisions based on the differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organization priorities are communicated to educational partners by posting on the website, notifying parents of Title I programs in the Parent/Student Handbook, reviewing and approving the LCAP at School Site Council and English Learner Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district-level funds. Based on the needs assessment, the leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize activities. The use of Title funds to supplement the English Learner program is also discussed with the School Site Council and English Learner Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the School Site Council and English Learner Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A – Not Applicable for Charter Schools

APPROVED BY CDE

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Cafécitos (monthly coffee chats) and community meetings. Developing the Parent Engagement Policy aligns to the process with the LCAP educational partner involvement process as evidenced by frequent meetings with parents, and sharing the development of the policy and the LCAP with the School Site Council and English Learner Advisory Council. The Parent Engagement Policy is available on the school website and will be distributed in the Parent Handbook. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be successful, and how to

prepare for parent conferences. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each student's individual goals and celebrations of academic achievements, academic growth, regular attendance, and student of the month at monthly award ceremonies and during the morning launch.

The Charter School provides meaningful professional development to administrators, teachers, and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include reading in the classroom, volunteering for events, chaperoning field trips, and serving as parent leaders.

The Charter School partners and co-creates pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship in order to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include the School Site Council (SSC) and English Learner Advisory Committee (ELAC), the Regional Advisory Board, and the California Leadership Organizing Committee (CLOC). The Charter School also hosts Los Dichos, a parent, family, and community engagement activity where family members read stories that represent the cultural and linguistic diversity of students.

All information about parent workshops, programs, meetings, and activities are posted on the Charter School's website, schoolwide emails, text messages, phone calls, newsletters, and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant students so that they can actively participate in the school. Each student will receive a home visit from their core classroom teacher at the beginning of the school year to focus on student learning, individual goals for the student, and investing in families, especially parents with disabilities and parents of migrant students. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs, and developing a plan to support the student if necessary.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Mosaic Elementary provides programs and services to the students including providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors and working on an adaptive online learning program. These schoolwide services support academically at-risk students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, and SBAC Math scores. Increasing these scores ensures that students are meeting or exceeding grade-level mastery which helps close achievement gaps. Title I funds used for Intervention curriculum and tutors support students who are at risk of not meeting state standards by working diligently on specific strategies like phonics instruction, close reading, thematic understanding, guided reading, specific literacy instruction, utilizing Learning Lab materials to ensure students have consumables which will connect learning to the real world, and Classroom Libraries to increase the literacy skills of the students and move them closer to grade level.

The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services like math teacher classroom coaching for all students, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction. The School Site Council and English Learner Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. If a strategy like close reading is showing improvement on the SBAC ELA, the initiative continues for the following year.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Mosaic Elementary has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to providing a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents in enrolling the student and obtaining necessary immunizations or immunization records. If transportation is an issue, the Homeless Liaison will inform the parents of all transportation services available. The Homeless Liaison will encourage parents to be involved in their child’s education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Rocketship Mosaic Elementary has made a reservation of funds to support homeless students. These funds will be used to cover bus passes and/or uniforms if there are homeless students with these needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Mosaic Elementary supports transitions to include preschool to elementary school or home/daycare to elementary school and elementary school to middle school. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teachers. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive, and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts a New Family Spring Welcome Party, Family Orientation, Back to School BBQ, Family Conferences, Home Visits, and multiple events throughout the year to support families.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Mosaic Elementary provides a strategic system of professional growth and improvement for new teachers, administrators, and school leaders. For all teachers, activities include providing an intensive three-week summer training that emphasizes foundational knowledge in culture and the classroom. The Charter School provides training in classroom management and effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Rocketship program, which is especially helpful for new teachers, including the use of data, instructional techniques, the scope and sequence of curricula, and family engagement. The professional development sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

Rocketship Mosaic Elementary dedicates at least 200 hours throughout the school year to staff professional development. The Charter School dismisses students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principal or Assistant Principal facilitates these sessions targeting the needs of the teachers in response to the data analysis, evidence from classroom observations, and personalized trainings based on the school and classroom goals. The Principal ensures participation by verifying sign-in sheets, reviewing professional development session evaluation forms, and most importantly, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement are realized. The Principal will make adjustments to the professional development sessions to ensure continuous improvement.

In order to provide ongoing professional growth and development for teachers throughout their careers, Rocketship has established a professional development fund to provide additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship Mosaic Elementary where their development is made a priority. Students benefit from this higher-level professional development that their teachers receive.

Rocketship Mosaic Elementary builds the leadership capacity of teachers, principals, and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Principals, Assistant Principals, Business Operations Managers, and Office Managers participate in Leadership Labs for at least twelve hours focusing on topics like "Effectiveness through Understanding," "Communication and Collaborative Problem Solving," and "Staff Motivation and Development." Also, the assistant principals and principals attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data-driven instruction, and providing meaningful professional development.

We expect to see teacher growth and improvement from training as demonstrated by improved student outcomes, observations from our teacher coaches, and direct feedback from teachers as they reflect on their practices. Annually, our professional development team assesses the effectiveness of our professional development, considering educational partner input, data indicating gaps in achievement, ongoing research in the field, and changing policies. They then update professional development for the coming year to address any gaps or emerging needs. This includes changes to the summer professional development program and adjusted resources and supports for professional development offered in the school. Additionally, the Principal adjusts professional development on an ongoing basis to ensure that it is addressing the staff's most pressing needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The LEA is a charter school.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Rocketship Mosaic Elementary (ROMO). Learning how to better utilize data enables teachers to improve instructional practices and better serve all students. Following the administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at ROMO will have a full day analyzing assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. These assessments include NWEA three times per year and the annual CAASPP assessments. During Data Days, the Principal and Network staff help teachers analyze their students' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Principal and Assistant Principal assess the impact of these Data Days by conducting frequent classroom walk-throughs and classroom observations. Since these Data Days are scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Mosaic Elementary teachers receive ongoing coaching and support from the Principal or Assistant Principal. This typically includes about three hours per week of support for our

newest teachers or others who need extra support. This helps teachers better instruct all students, including English Learners and Students with Disabilities. Moreover, Rocketship Mosaic Elementary has developed structured common planning time for content and grade level collaboration including teacher leaders and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. This process ensures that the uses of Title II funds are based on data-driven decisions that work in coordination with other funding and programs supporting students' academics, social-emotional wellness, and personal success.

Included in data analysis about the effectiveness of professional development is input gathered from key educational partners, including teachers, school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and expert partners. Quantitative data is gathered through annual surveys for all staff and parents. Qualitative data is gathered through coaching sessions, community meetings, and reflections on programs with partners. These strong feedback processes also ensure that Title II programs are linked to other strategies, programs, and activities at Rocketship Mosaic Elementary. Professional development is adjusted to meet demonstrated needs as well as to adapt to changing programs and approaches at each school. Educational Partner feedback is a key input into many other ways that the school evolves strategies, programs, and activities, so applying this feedback to professional development ensures that professional development evolves in parallel with other school improvements.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Mosaic Elementary will provide professional development to teachers, principals, and staff focusing on the implementation of the CA ELA/ELD Framework and the principles articulated in the EL Roadmap. The work is grounded in the EL Roadmap Principle One: Assets-Oriented and Needs-Responsive Schools and ensures that the professional development provided is responsive to the needs of the specific English learner profiles that are enrolled each year, recognizing that these student profiles can change from year to year. Implementation of Principle Two: Intellectual Quality of Instruction and Meaningful Access involves professional development for teachers on embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helps identify opportunities to elevate practices and innovate in service of educational equity. To amplify the implementation of Integrated ELD, 'Universal Strategies' or Guided Language Acquisition Design (GLAD) strategies are utilized to provide access to content. Designated ELD focuses on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons are differentiated for newcomers. Teachers increase their knowledge of newcomer strategies through campus-held professional development and online modules. The foundational piece of the ongoing professional development is customized, targeted

one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Mosaic Elementary teachers receive ongoing coaching and support from the Principal or Assistant Principal.

It is important for the teachers to be trained and understand how to implement the English Language Development Framework in lessons. The focus is for students to practice English skills and develop academic English in all core content areas throughout the school day. The Charter School provided ongoing professional development sessions throughout the year to help teachers master English Language Development strategies and/ or Guided Language Acquisition Design strategies.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Mosaic Elementary serves many English Learners, the majority of whom speak Spanish. The Charter School offers high-quality language instruction through Structured English Immersion with both daily integrated English Language Development in all core content areas, as well as daily designated English Language Development.

In addition to high-quality teaching utilizing English Language Development principles and Universal Strategies or Guided Language Acquisition Design (GLAD) strategies,Rocketship Mosaic Elementary provides a curriculum designed to meet the needs of English Learners in order to provide greater accessibility to core content for all English Learners. In doing so, the instructional opportunities are enhanced. The goal is to support English Learners to make rapid progress out of Levels 1 and 2 and into Level 3 by focusing on oral language development, grammatical constructs, and academic vocabulary in English. This is paired with specific literacy instruction in Tier II and Tier III settings including small-group instruction or one-on-one instruction. Newcomer supports are amplified through Multilingual Learner Specialists who provide additional direct services to students, where students engage in lessons that address not only their English language acquisition needs, but also their social

emotional needs. Students also receive foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students receive home language supports to accelerate English language acquisition.

The Principal or Assistant Principal monitors the use of English Language Development strategies through classroom walk-throughs, classroom observations, and monitoring the progress of English Learners toward language proficiency. The incorporation of Universal Strategies or GLAD strategies enhances the existing language instruction of the school through Structured English Immersion including Specially Designed for Academic Instruction in English by upgrading the language instruction and core content instruction.

The charter school continues to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Mosaic Elementary makes it a priority to assist English Learners in achieving English proficiency and meeting the challenging state academic standards. The priority of Title III funds supports the use of English Language Development strategies. These strategies supplement the core program by using these strategies to teach the core curriculum. These are strategies that support the English Learners to access the core curriculum in a manner that makes the core content accessible, meaningful, and engaging. The Principal holds the teachers accountable for utilizing these strategies through classroom walk-throughs, classroom observations, frequent and meaningful feedback, and monitoring the growth of the English Learners through quarterly assessments offered through English Language Development cumulative assessments. The Principal ensures consistency of the use of English Language Development and Guided Language Acquisition Design strategies by providing ongoing professional development sessions throughout the school year. As the teachers analyze the progress English Learners are making toward language acquisition during Data Days and/or professional development sessions, the English Learners who are not making adequate progress are provided more intensive support through Tier II and Tier III settings including small group instruction or one-on-one instruction.

Multilingual Learner Specialists will provide additional support to English Learner newcomers during content area classes to ensure all English learners have access to meeting the adopted California content standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Mosaic Elementary developed this Federal Addendum in consultation with parent leaders during School Site Council and English Learner Advisory Council meetings, teachers during professional development sessions, and at the Principal level reviewing the most common strategies or obstacles to success. The educational partners including teachers, parents, staff, and the Principal complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Rocketship Public Schools which allows the individual schools to collaborate on supports and resources needed.

Rocketship Mosaic Elementary is committed to safe, healthy supportive drug-free environments that support academic achievement through prevention, education, and structured discipline policies. The Charter School follows a rigorous calendar of staff training, safety team meetings, and professional development.

Rocketship Mosaic Elementary looks to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe the intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The daily schedule reflects the value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with a SEL lesson that includes prosocial skills instruction and highlights the Rocketship Mosaic Elementary core values: respect, responsibility, persistence, empathy, and curiosity. The Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, the Rocketship core values, and culturally responsive pedagogy. The SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with the SEL lessons, the school has developed a community meeting framework for teachers to ensure there are relationship-building opportunities for students to connect, disengage from stress, make commitments, and unite as a community. In

addition to the classroom-level community meeting, each Rocketship campus begins the school day with Launch, which is a period for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a “core value of the month”). During Launch, the school may also promote a successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom’s recent accomplishment.

Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. The school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and provide small group support working with the SEL curriculum and other evidence-based and trauma-informed curricula. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) to meet the expected increased needs of our students. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution, and fewer mental health issues caused by trauma.

The school incorporates Chromebooks and online platforms to supplement the core curriculum and more importantly to provide Online Learning Programs for the students. The benefit of using technology like this supports each student and his/her level. It provides another format to ensure the core curriculum is differentiated in a way that supports the students’ interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

The Charter School will utilize the available flexibility to transfer Title IV, Part A funds to meet the needs of students under the Title I, Part A program. The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services by completing an annual needs assessment to inform the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change, or be replaced. If a strategy like tutoring is showing improvement on the SBAC, the initiative continues for the following year. The flexibility to transfer Title IV, Part A funds allows the funding to be used in a manner that will best meet the needs of students based on current data.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum

LEA name:

Rocketship Rising Stars

CDS code:

43 10439 0133496

Link to the LCAP:

(optional)

https://www.rocketshipschools.org/schools/rising-stars/

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A (Funding will be rolled over to Title I, Part A)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The major priority areas for Rocketship Rising Stars include providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors or working on an adaptive online learning program for Literacy and STEM skills. Since the majority of the student population is socioeconomically disadvantaged and English Learners, Rocketship Rising Stars makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged and/or English Learners.

The decisions made about the use of supplemental federal funds are discussed at the school level through the School Site Council and English Learner Advisory Council. The councils discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey that provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year. The decisions take into account the needs of Rocketship Rising Stars based on student achievement data to include SBAC, ELPAC, NWEA, and cumulative assessments as well as student demographic data to include the significant subgroups of Latinx, socioeconomically disadvantaged, students with disabilities, and English Learners. Student achievement data and student demographic data are used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all students, English Learners, foster youth, socioeconomically disadvantaged students and low-achieving students. The LCAP goals were designed for all students and are 1) Improve 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.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the achievement of the Charter School's vision and mission and the goals for all students are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The School Site Council and English Learner Advisory Council will review and approve the LCAP prior to board approval. During quarterly meetings, the School Site Council and English Learner Advisory Council will review assessment data for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the students in their classes.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the educational partners meet to determine the schoolwide goals, it is the review of student achievement data that determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the educational partners to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or omitted. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The School Site Council, English Learner Advisory Council, teachers, staff, and parents provide input on the core program, then make decisions based on the differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organization priorities are communicated to educational partners by posting on the website, notifying parents of Title I programs in the Parent/Student Handbook, reviewing and approving the LCAP at School Site Council and English Learner Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district-level funds. Based on the needs assessment, the leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize activities. The use of Title funds to supplement the English Learner program is also discussed with the School Site Council and English Learner Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the School Site Council and English Learner Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A – Not Applicable for Charter Schools

APPROVED BY CDE

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Cafécitos (monthly coffee chats) and community meetings. Developing the Parent Engagement Policy aligns to the process with the LCAP educational partner involvement process as evidenced by frequent meetings with parents, and sharing the development of the policy and the LCAP with the School Site Council and English Learner Advisory Council. The Parent Engagement Policy is available on the school website and will be distributed in the Parent Handbook. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be successful, and how to

prepare for parent conferences. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each student's individual goals and celebrations of academic achievements, academic growth, regular attendance, and student of the month at monthly award ceremonies and during the morning launch.

The Charter School provides meaningful professional development to administrators, teachers, and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include reading in the classroom, volunteering for events, chaperoning field trips, and serving as parent leaders.

The Charter School partners and co-creates pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship in order to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include the School Site Council (SSC) and English Learner Advisory Committee (ELAC), the Regional Advisory Board, and the California Leadership Organizing Committee (CLOC). The Charter School also hosts Los Dichos, a parent, family, and community engagement activity where family members read stories that represent the cultural and linguistic diversity of students.

All information about parent workshops, programs, meetings, and activities are posted on the Charter School's website, schoolwide emails, text messages, phone calls, newsletters, and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant students so that they can actively participate in the school. Each student will receive a home visit from their core classroom teacher at the beginning of the school year to focus on student learning, individual goals for the student, and investing in families, especially parents with disabilities and parents of migrant students. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs, and developing a plan to support the student if necessary.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Rising Stars provides programs and services to the students including providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors and working on an adaptive online learning program. These schoolwide services support academically at-risk students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, and SBAC Math scores. Increasing these scores ensures that students are meeting or exceeding grade-level mastery which helps close achievement gaps. Title I funds used for Intervention curriculum and tutors support students who are at risk of not meeting state standards by working diligently on specific strategies like phonics instruction, close reading, thematic understanding, guided reading, specific literacy instruction, utilizing Learning Lab materials to ensure students have consumables which will connect learning to the real world, and Classroom Libraries to increase the literacy skills of the students and move them closer to grade level.

The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services like math teacher classroom coaching for all students, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction. The School Site Council and English Learner Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. If a strategy like close reading is showing improvement on the SBAC ELA, the initiative continues for the following year.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Rising Stars has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to providing a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents in enrolling the student and obtaining necessary immunizations or immunization records. If transportation is an issue, the Homeless Liaison will inform the parents of all transportation services available. The Homeless Liaison will encourage parents to be involved in their child’s education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Rocketship Rising Stars has made a reservation of funds to support homeless students. These funds will be used to cover bus passes and/or uniforms if there are homeless students with these needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Rising Stars supports transitions to include preschool to elementary school or home/daycare to elementary school and elementary school to middle school. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teachers. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive, and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts a New Family Spring Welcome Party, Family Orientation, Back to School BBQ, Family Conferences, Home Visits, and multiple events throughout the year to support families.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Rising Stars provides a strategic system of professional growth and improvement for new teachers, administrators, and school leaders. For all teachers, activities include providing an intensive three-week summer training that emphasizes foundational knowledge in culture and the classroom. The Charter School provides training in classroom management and effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Rocketship program, which is especially helpful for new teachers, including the use of data, instructional techniques, the scope and sequence of curricula, and family engagement. The professional development sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

Rocketship Rising Stars dedicates at least 200 hours throughout the school year to staff professional development. The Charter School dismisses students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principal or Assistant Principal facilitates these sessions targeting the needs of the teachers in response to the data analysis, evidence from classroom observations, and personalized trainings based on the school and classroom goals. The Principal ensures participation by verifying sign-in sheets, reviewing professional development session evaluation forms, and most importantly, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement are realized. The Principal will make adjustments to the professional development sessions to ensure continuous improvement.

In order to provide ongoing professional growth and development for teachers throughout their careers, Rocketship has established a professional development fund to provide additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship Rising Stars where their development is made a priority. Students benefit from this higher-level professional development that their teachers receive.

Rocketship Rising Stars builds the leadership capacity of teachers, principals, and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Principals, Assistant Principals, Business Operations Managers, and Office Managers participate in Leadership Labs for at least twelve hours focusing on topics like "Effectiveness through Understanding," "Communication and Collaborative Problem Solving," and "Staff Motivation and Development." Also, the assistant principals and principals attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data-driven instruction, and providing meaningful professional development.

We expect to see teacher growth and improvement from training as demonstrated by improved student outcomes, observations from our teacher coaches, and direct feedback from teachers as they reflect on their practices. Annually, our professional development team assesses the effectiveness of our professional development, considering educational partner input, data indicating gaps in achievement, ongoing research in the field, and changing policies. They then update professional development for the coming year to address any gaps or emerging needs. This includes changes to the summer professional development program and adjusted resources and supports for professional development offered in the school. Additionally, the Principal adjusts professional development on an ongoing basis to ensure that it is addressing the staff's most pressing needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The LEA is a charter school.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Rocketship Rising Stars (RRS). Learning how to better utilize data enables teachers to improve instructional practices and better serve all students. Following the administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RRS will have a full day analyzing assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. These assessments include NWEA three times per year and the annual CAASPP assessments. During Data Days, the Principal and Network staff help teachers analyze their students' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Principal and Assistant Principal assess the impact of these Data Days by conducting frequent classroom walk-throughs and classroom observations. Since these Data Days are scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Rising Stars teachers receive ongoing coaching and support from the Principal or Assistant Principal. This typically includes about three hours per week of support for our newest

teachers or others who need extra support. This helps teachers better instruct all students, including English Learners and Students with Disabilities. Moreover, Rocketship Rising Stars has developed structured common planning time for content and grade level collaboration including teacher leaders and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. This process ensures that the uses of Title II funds are based on data-driven decisions that work in coordination with other funding and programs supporting students' academics, social-emotional wellness, and personal success.

Included in data analysis about the effectiveness of professional development is input gathered from key educational partners, including teachers, school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and expert partners. Quantitative data is gathered through annual surveys for all staff and parents. Qualitative data is gathered through coaching sessions, community meetings, and reflections on programs with partners. These strong feedback processes also ensure that Title II programs are linked to other strategies, programs, and activities at Rocketship Rising Stars. Professional development is adjusted to meet demonstrated needs as well as to adapt to changing programs and approaches at each school. Educational Partner feedback is a key input into many other ways that the school evolves strategies, programs, and activities, so applying this feedback to professional development ensures that professional development evolves in parallel with other school improvements.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Rising Stars will provide professional development to teachers, principals, and staff focusing on the implementation of the CA ELA/ELD Framework and the principles articulated in the EL Roadmap. The work is grounded in the EL Roadmap Principle One: Assets-Oriented and Needs-Responsive Schools and ensures that the professional development provided is responsive to the needs of the specific English learner profiles that are enrolled each year, recognizing that these student profiles can change from year to year. Implementation of Principle Two: Intellectual Quality of Instruction and Meaningful Access involves professional development for teachers on embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helps identify opportunities to elevate practices and innovate in service of educational equity. To amplify the implementation of Integrated ELD, 'Universal Strategies' or Guided Language Acquisition Design (GLAD) strategies are utilized to provide access to content. Designated ELD focuses on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons are differentiated for newcomers. Teachers increase their knowledge of newcomer strategies through campus-held professional development and online modules. The foundational piece of the ongoing professional development is customized, targeted

one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Rising Stars teachers receive ongoing coaching and support from the Principal or Assistant Principal.

It is important for the teachers to be trained and understand how to implement the English Language Development Framework in lessons. The focus is for students to practice English skills and develop academic English in all core content areas throughout the school day. The Charter School provided ongoing professional development sessions throughout the year to help teachers master English Language Development strategies and/ or Guided Language Acquisition Design strategies.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Rising Stars serves many English Learners, the majority of whom speak Spanish. The Charter School offers high-quality language instruction through Structured English Immersion with both daily integrated English Language Development in all core content areas, as well as daily designated English Language Development.

In addition to high-quality teaching utilizing English Language Development principles and Universal Strategies or Guided Language Acquisition Design (GLAD) strategies, Rocketship Rising Stars provides a curriculum designed to meet the needs of English Learners in order to provide greater accessibility to core content for all English Learners. In doing so, the instructional opportunities are enhanced. The goal is to support English Learners to make rapid progress out of Levels 1 and 2 and into Level 3 by focusing on oral language development, grammatical constructs, and academic vocabulary in English. This is paired with specific literacy instruction in Tier II and Tier III settings including small-group instruction or one-on-one instruction. Newcomer supports are amplified through Multilingual Learner Specialists who provide additional direct services to students, where students engage in lessons that address not only their English language acquisition needs, but also their social

emotional needs. Students also receive foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students receive home language supports to accelerate English language acquisition.

The Principal or Assistant Principal monitors the use of English Language Development strategies through classroom walk-throughs, classroom observations, and monitoring the progress of English Learners toward language proficiency. The incorporation of Universal Strategies or GLAD strategies enhances the existing language instruction of the school through Structured English Immersion including Specially Designed for Academic Instruction in English by upgrading the language instruction and core content instruction.

The charter school continues to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Rising Stars makes it a priority to assist English Learners in achieving English proficiency and meeting the challenging state academic standards. The priority of Title III funds supports the use of English Language Development strategies. These strategies supplement the core program by using these strategies to teach the core curriculum. These are strategies that support the English Learners to access the core curriculum in a manner that makes the core content accessible, meaningful, and engaging. The Principal holds the teachers accountable for utilizing these strategies through classroom walk-throughs, classroom observations, frequent and meaningful feedback, and monitoring the growth of the English Learners through quarterly assessments offered through English Language Development cumulative assessments. The Principal ensures consistency of the use of English Language Development and Guided Language Acquisition Design strategies by providing ongoing professional development sessions throughout the school year. As the teachers analyze the progress English Learners are making toward language acquisition during Data Days and/or professional development sessions, the English Learners who are not making adequate progress are provided more intensive support through Tier II and Tier III settings including small group instruction or one-on-one instruction.

Multilingual Learner Specialists will provide additional support to English Learner newcomers during content area classes to ensure all English learners have access to meeting the adopted California content standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Rising Stars developed this Federal Addendum in consultation with parent leaders during School Site Council and English Learner Advisory Council meetings, teachers during professional development sessions, and at the Principal level reviewing the most common strategies or obstacles to success. The educational partners including teachers, parents, staff, and the Principal complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Rocketship Public Schools which allows the individual schools to collaborate on supports and resources needed.

Rocketship Rising Stars is committed to safe, healthy supportive drug-free environments that support academic achievement through prevention, education, and structured discipline policies. The Charter School follows a rigorous calendar of staff training, safety team meetings, and professional development.

Rocketship Rising Stars looks to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe the intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The daily schedule reflects the value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with a SEL lesson that includes prosocial skills instruction and highlights the Rocketship Rising Stars core values: respect, responsibility, persistence, empathy, and curiosity. The Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, the Rocketship core values, and culturally responsive pedagogy. The SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with the SEL lessons, the school has developed a community meeting framework for teachers to ensure there are relationship-building opportunities for students to connect, disengage from stress, make commitments, and unite as a community. In addition to the classroom-level

community meeting, each Rocketship campus begins the school day with Launch, which is a period for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a “core value of the month”). During Launch, the school may also promote a successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom’s recent accomplishment.

Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. The school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and provide small group support working with the SEL curriculum and other evidence-based and trauma-informed curricula. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) to meet the expected increased needs of our students. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution, and fewer mental health issues caused by trauma.

The school incorporates Chromebooks and online platforms to supplement the core curriculum and more importantly to provide Online Learning Programs for the students. The benefit of using technology like this supports each student and his/her level. It provides another format to ensure the core curriculum is differentiated in a way that supports the students’ interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

The Charter School will utilize the available flexibility to transfer Title IV, Part A funds to meet the needs of students under the Title I, Part A program. The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services by completing an annual needs assessment to inform the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change, or be replaced. If a strategy like tutoring is showing improvement on the SBAC, the initiative continues for the following year. The flexibility to transfer Title IV, Part A funds allows the funding to be used in a manner that will best meet the needs of students based on current data.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum

LEA name:

Rocketship Redwood City

CDS code:

41 690050132076

Link to the LCAP:

(optional)

https://www.rocketshipschools.org/schools/redwood-city-prep/

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A (Funding will be rolled over to Title I, Part A)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The major priority areas for Rocketship Redwood City Prep include providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors or working on an adaptive online learning program for Literacy and STEM skills. Since the majority of the student population is socioeconomically disadvantaged and English Learners, Rocketship Redwood City Prep makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged and/or English Learners.

The decisions made about the use of supplemental federal funds are discussed at the school level through the School Site Council and English Learner Advisory Council. The councils discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey that provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year. The decisions take into account the needs of Rocketship Redwood City Prep based on student achievement data to include SBAC, ELPAC, NWEA, and cumulative assessments as well as student demographic data to include the significant subgroups of Latinx, socioeconomically disadvantaged, students with disabilities, and English Learners. Student achievement data and student demographic data are used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all students, English Learners, foster youth, socioeconomically disadvantaged students and low-achieving students. The LCAP goals were designed for all students and are 1) Improve 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.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the achievement of the Charter School's vision and mission and the goals for all students are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The School Site Council and English Learner Advisory Council will review and approve the LCAP prior to board approval. During quarterly meetings, the School Site Council and English Learner Advisory Council will review assessment data for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the students in their classes.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the educational partners meet to determine the schoolwide goals, it is the review of student achievement data that determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the educational partners to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or omitted. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The School Site Council, English Learner Advisory Council, teachers, staff, and parents provide input on the core program, then make decisions based on the differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organization priorities are communicated to educational partners by posting on the website, notifying parents of Title I programs in the Parent/Student Handbook, reviewing and approving the LCAP at School Site Council and English Learner Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district-level funds. Based on the needs assessment, the leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize activities. The use of Title funds to supplement the English Learner program is also discussed with the School Site Council and English Learner Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the School Site Council and English Learner Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A – Not Applicable for Charter Schools

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Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Cafécitos (monthly coffee chats) and community meetings. Developing the Parent Engagement Policy aligns to the process with the LCAP educational partner involvement process as evidenced by frequent meetings with parents, and sharing the development of the policy and the LCAP with the School Site Council and English Learner Advisory Council. The Parent Engagement Policy is available on the school website and will be distributed in the Parent Handbook. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, and how to

prepare for parent conferences. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each student's individual goals and celebrations of academic achievements, academic growth, regular attendance, and student of the month at monthly award ceremonies and during the morning launch.

The Charter School provides meaningful professional development to administrators, teachers, and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include reading in the classroom, volunteering for events, chaperoning field trips, and serving as parent leaders.

The Charter School partners and co-creates pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship in order to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include the School Site Council (SSC) and English Learner Advisory Committee (ELAC), the Regional Advisory Board, and the California Leadership Organizing Committee (CLOC). The Charter School also hosts Los Dichos, a parent, family, and community engagement activity where family members read stories that represent the cultural and linguistic diversity of students.

All information about parent workshops, programs, meetings, and activities are posted on the Charter School's website, schoolwide emails, text messages, phone calls, newsletters, and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant students so that they can actively participate in the school. Each student will receive a home visit from their core classroom teacher at the beginning of the school year to focus on student learning, individual goals for the student, and investing in families, especially parents with disabilities and parents of migrant students. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs, and developing a plan to support the student if necessary.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Redwood City Prep provides programs and services to the students including providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors and working on an adaptive online learning program. These schoolwide services support academically at-risk students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, and SBAC Math scores. Increasing these scores ensures that students are meeting or exceeding grade-level mastery which helps close achievement gaps. Title I funds used for Intervention curriculum and tutors support students who are at risk of not meeting state standards by working diligently on specific strategies like phonics instruction, close reading, thematic understanding, guided reading, specific literacy instruction, utilizing Learning Lab materials to ensure students have consumables which will connect learning to the real world, and Classroom Libraries to increase the literacy skills of the students and move them closer to grade level.

The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services like math teacher classroom coaching for all students, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction. The School Site Council and English Learner Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. If a strategy like close reading is showing improvement on the SBAC ELA, the initiative continues for the following year.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Redwood City Prep has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to providing a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents in enrolling the student and obtaining necessary immunizations or immunization records. If transportation is an issue, the Homeless Liaison will inform the parents of all transportation services available. The Homeless Liaison will encourage parents to be involved in their child’s education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Rocketship Redwood City Prep has made a reservation of funds to support homeless students. These funds will be used to cover bus passes and/or uniforms if there are homeless students with these needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Redwood City Prep supports transitions to include preschool to elementary school or home/daycare to elementary school and elementary school to middle school. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teachers. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive, and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts a New Family Spring Welcome Party, Family Orientation, Back to School BBQ, Family Conferences, Home Visits, and multiple events throughout the year to support families.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Redwood City provides a strategic system of professional growth and improvement for new teachers, administrators, and school leaders. For all teachers, activities include providing an intensive three-week summer training that emphasizes foundational knowledge in culture and the classroom. The Charter School provides training in classroom management and effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Rocketship program, which is especially helpful for new teachers, including the use of data, instructional techniques, the scope and sequence of curricula, and family engagement. The professional development sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

Rocketship Redwood City dedicates at least 200 hours throughout the school year to staff professional development. The Charter School dismisses students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principal or Assistant Principal facilitates these sessions targeting the needs of the teachers in response to the data analysis, evidence from classroom observations, and personalized trainings based on the school and classroom goals. The Principal ensures participation by verifying sign-in sheets, reviewing professional development session evaluation forms, and most importantly, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement are realized. The Principal will make adjustments to the professional development sessions to ensure continuous improvement.

In order to provide ongoing professional growth and development for teachers throughout their careers, Rocketship has established a professional development fund to provide additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship Redwood City where their development is made a priority. Students benefit from this higher-level professional development that their teachers receive.

Rocketship Redwood City builds the leadership capacity of teachers, principals, and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Principals, Assistant Principals, Business Operations Managers, and Office Managers participate in Leadership Labs for at least twelve hours focusing on topics like "Effectiveness through Understanding," "Communication and Collaborative Problem Solving," and "Staff Motivation and Development." Also, the assistant principals and principals attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data-driven instruction, and providing meaningful professional development.

We expect to see teacher growth and improvement from training as demonstrated by improved student outcomes, observations from our teacher coaches, and direct feedback from teachers as they reflect on their practices. Annually, our professional development team assesses the effectiveness of our professional development, considering educational partner input, data indicating gaps in achievement, ongoing research in the field, and changing policies. They then update professional development for the coming year to address any gaps or emerging needs. This includes changes to the summer professional development program and adjusted resources and supports for professional development offered in the school. Additionally, the Principal adjusts professional development on an ongoing basis to ensure that it is addressing the staff's most pressing needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The LEA is a charter school.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Rocketship Redwood City Prep. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students. Following the administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RRWC will have a full day analyzing assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. These assessments include NWEA three times per year and the annual CAASPP assessments. During Data Days, the Principal and Network staff help teachers analyze their students' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Principal and Assistant Principal assess the impact of these Data Days by conducting frequent classroom walk-throughs and classroom observations. Since these Data Days are scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Redwood City Prep teachers receive ongoing coaching and support from the Principal or Assistant Principal. This typically includes about three hours per week of support for our

newest teachers or others who need extra support. This helps teachers better instruct all students, including English Learners and Students with Disabilities. Moreover, Rocketship Redwood City Prep has developed structured common planning time for content and grade level collaboration including teacher leaders and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. This process ensures that the uses of Title II funds are based on data-driven decisions that work in coordination with other funding and programs supporting students' academics, social-emotional wellness, and personal success.

Included in data analysis about the effectiveness of professional development is input gathered from key educational partners, including teachers, school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and expert partners. Quantitative data is gathered through annual surveys for all staff and parents. Qualitative data is gathered through coaching sessions, community meetings, and reflections on programs with partners. These strong feedback processes also ensure that Title II programs are linked to other strategies, programs, and activities at Rocketship Redwood City Prep. Professional development is adjusted to meet demonstrated needs as well as to adapt to changing programs and approaches at each school. Educational Partner feedback is a key input into many other ways that the school evolves strategies, programs, and activities, so applying this feedback to professional development ensures that professional development evolves in parallel with other school improvements.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Redwood City Prep will provide professional development to teachers, principals, and staff focusing on the implementation of the CA ELA/ELD Framework and the principles articulated in the EL Roadmap. The work is grounded in the EL Roadmap Principle One: Assets-Oriented and Needs-Responsive Schools and ensures that the professional development provided is responsive to the needs of the specific English learner profiles that are enrolled each year, recognizing that these student profiles can change from year to year. Implementation of Principle Two: Intellectual Quality of Instruction and Meaningful Access involves professional development for teachers on embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helps identify opportunities to elevate practices and innovate in service of educational equity. To amplify the implementation of Integrated ELD, 'Universal Strategies' or Guided Language Acquisition Design (GLAD) strategies are utilized to provide access to content. Designated ELD focuses on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons are differentiated for newcomers. Teachers increase their knowledge of newcomer strategies through campus-held professional development and online modules. The foundational piece of the ongoing professional development is customized, targeted

one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Redwood City Prep teachers receive ongoing coaching and support from the Principal or Assistant Principal.

It is important for the teachers to be trained and understand how to implement the English Language Development Framework in lessons. The focus is for students to practice English skills and develop academic English in all core content areas throughout the school day. The Charter School provided ongoing professional development sessions throughout the year to help teachers master English Language Development strategies and/ or Guided Language Acquisition Design strategies.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Redwood City Prep serves many English Learners, the majority of whom speak Spanish. The Charter School offers high-quality language instruction through Structured English Immersion with both daily integrated English Language Development in all core content areas, as well as daily designated English Language Development.

In addition to high-quality teaching utilizing English Language Development principles and Universal Strategies or Guided Language Acquisition Design (GLAD) strategies, Rocketship Redwood City Prep provides a curriculum designed to meet the needs of English Learners in order to provide greater accessibility to core content for all English Learners. In doing so, the instructional opportunities are enhanced. The goal is to support English Learners to make rapid progress out of Levels 1 and 2 and into Level 3 by focusing on oral language development, grammatical constructs, and academic vocabulary in English. This is paired with specific literacy instruction in Tier II and Tier III settings including small-group instruction or one-on-one instruction. Newcomer supports are amplified through Multilingual Learner Specialists who provide additional direct services to students,

where students engage in lessons that address not only their English language acquisition needs, but also their social emotional needs. Students also receive foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students receive home language supports to accelerate English language acquisition.

The Principal or Assistant Principal monitors the use of English Language Development strategies through classroom walk-throughs, classroom observations, and monitoring the progress of English Learners toward language proficiency. The incorporation of Universal Strategies or GLAD strategies enhances the existing language instruction of the school through Structured English Immersion including Specially Designed for Academic Instruction in English by upgrading the language instruction and core content instruction.

The charter school continues to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Redwood City Prep makes it a priority to assist English Learners in achieving English proficiency and meeting the challenging state academic standards. The priority of Title III funds supports the use of English Language Development strategies. These strategies supplement the core program by using these strategies to teach the core curriculum. These are strategies that support the English Learners to access the core curriculum in a manner that makes the core content accessible, meaningful, and engaging. The Principal holds the teachers accountable for utilizing these strategies through classroom walk-throughs, classroom observations, frequent and meaningful feedback, and monitoring the growth of the English Learners through quarterly assessments offered through English Language Development cumulative assessments. The Principal ensures consistency of the use of English Language Development and Guided Language Acquisition Design strategies by providing ongoing professional development sessions throughout the school year. As the teachers analyze the progress English Learners are making toward language acquisition during Data Days and/or professional development sessions, the English Learners who are not making adequate progress are provided more intensive support through Tier II and Tier III settings including small group instruction or one-on-one instruction.

Multilingual Learner Specialists will provide additional support to English Learner newcomers during content area classes to ensure all English learners have access to meeting the adopted California content standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Redwood City Prep developed this Federal Addendum in consultation with parent leaders during School Site Council and English Learner Advisory Council meetings, teachers during professional development sessions, and at the Principal level reviewing the most common strategies or obstacles to success. The educational partners including teachers, parents, staff, and the Principal complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Rocketship Public Schools which allows the individual schools to collaborate on supports and resources needed.

Rocketship Redwood City Prep is committed to safe, healthy supportive drug-free environments that support academic achievement through prevention, education, and structured discipline policies. The Charter School follows a rigorous calendar of staff training, safety team meetings, and professional development.

Rocketship Redwood City Prep looks to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe the intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The daily schedule reflects the value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with a SEL lesson that includes prosocial skills instruction and highlights the Rocketship Redwood City Prep core values: respect, responsibility, persistence, empathy, and curiosity. The Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, the Rocketship core values, and culturally responsive pedagogy. The SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with the SEL lessons, the school has developed a community meeting framework for teachers to ensure there are relationship-building opportunities for students to connect, disengage from stress, make commitments, and unite as a community. In

addition to the classroom-level community meeting, each Rocketship campus begins the school day with Launch, which is a period for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a “core value of the month”). During Launch, the school may also promote a successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom’s recent accomplishment.

Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. The school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and provide small group support working with the SEL curriculum and other evidence-based and trauma-informed curricula. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) to meet the expected increased needs of our students. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution, and fewer mental health issues caused by trauma.

The school incorporates Chromebooks and online platforms to supplement the core curriculum and more importantly to provide Online Learning Programs for the students. The benefit of using technology like this supports each student and his/her level. It provides another format to ensure the core curriculum is differentiated in a way that supports the students’ interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

The Charter School will utilize the available flexibility to transfer Title IV, Part A funds to meet the needs of students under the Title I, Part A program. The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services by completing an annual needs assessment to inform the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change, or be replaced. If a strategy like tutoring is showing improvement on the SBAC, the initiative continues for the following year. The flexibility to transfer Title IV, Part A funds allows the funding to be used in a manner that will best meet the needs of students based on current data.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum

LEA name:

Rocketship Alma Academy

CDS code:

43 10439 0125799

Link to the LCAP:

(optional)

https://www.rocketshipschools.org/schools/alma-academy/

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A (Funding will be rolled over to Title I, Part A)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The major priority areas for Rocketship Alma Academy include providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors or working on an adaptive online learning program for Literacy and STEM skills. Since the majority of the student population is socioeconomically disadvantaged and English Learners, Rocketship Alma Academy makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged and/or English Learners.

The decisions made about the use of supplemental federal funds are discussed at the school level through the School Site Council and English Learner Advisory Council. The councils discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey that provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year. The decisions take into account the needs of Rocketship Alma Academy based on student achievement data to include SBAC, ELPAC, NWEA, and cumulative assessments as well as student demographic data to include the significant subgroups of Latinx, socioeconomically disadvantaged, students with disabilities, and English Learners. Student achievement data and student demographic data are used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all students, English Learners, foster youth, socioeconomically disadvantaged students and low-achieving students. The LCAP goals were designed for all students and are 1) Improve 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.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the achievement of the Charter School's vision and mission and the goals for all students are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The School Site Council and English Learner Advisory Council will review and approve the LCAP prior to board approval. During quarterly meetings, the School Site Council and English Learner Advisory Council will review assessment data for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the students in their classes.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the educational partners meet to determine the schoolwide goals, it is the review of student achievement data that determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the educational partners to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or omitted. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The School Site Council, English Learner Advisory Council, teachers, staff, and parents provide input on the core program, then make decisions based on the differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organization priorities are communicated to educational partners by posting on the website, notifying parents of Title I programs in the Parent/Student Handbook, reviewing and approving the LCAP at School Site Council and English Learner Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district-level funds. Based on the needs assessment, the leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize activities. The use of Title funds to supplement the English Learner program is also discussed with the School Site Council and English Learner Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the School Site Council and English Learner Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A – Not Applicable for Charter Schools

APPROVED BY CDE

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Cafécitos (monthly coffee chats) and community meetings. Developing the Parent Engagement Policy aligns to the process with the LCAP educational partner involvement process as evidenced by frequent meetings with parents, and sharing the development of the policy and the LCAP with the School Site Council and English Learner Advisory Council. The Parent Engagement Policy is available on the school website and will be distributed in the Parent Handbook. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, and how to

prepare for parent conferences. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each student's individual goals and celebrations of academic achievements, academic growth, regular attendance, and student of the month at monthly award ceremonies and during the morning launch.

The Charter School provides meaningful professional development to administrators, teachers, and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include reading in the classroom, volunteering for events, chaperoning field trips, and serving as parent leaders.

The Charter School partners and co-creates pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship in order to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include the School Site Council (SSC) and English Learner Advisory Committee (ELAC), the Regional Advisory Board, and the California Leadership Organizing Committee (CLOC). The Charter School also hosts Los Dichos, a parent, family, and community engagement activity where family members read stories that represent the cultural and linguistic diversity of students.

All information about parent workshops, programs, meetings, and activities are posted on the Charter School's website, schoolwide emails, text messages, phone calls, newsletters, and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant students so that they can actively participate in the school. Each student will receive a home visit from their core classroom teacher at the beginning of the school year to focus on student learning, individual goals for the student, and investing in families, especially parents with disabilities and parents of migrant students. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs, and developing a plan to support the student if necessary.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Alma Academy provides programs and services to the students including providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors and working on an adaptive online learning program. These schoolwide services support academically at-risk students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, and SBAC Math scores. Increasing these scores ensures that students are meeting or exceeding grade-level mastery which helps close achievement gaps. Title I funds used for Intervention curriculum and tutors support students who are at risk of not meeting state standards by working diligently on specific strategies like phonics instruction, close reading, thematic understanding, guided reading, specific literacy instruction, utilizing Learning Lab materials to ensure students have consumables which will connect learning to the real world, and Classroom Libraries to increase the literacy skills of the students and move them closer to grade level.

The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services like math teacher classroom coaching for all students, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction. The School Site Council and English Learner Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. If a strategy like close reading is showing improvement on the SBAC ELA, the initiative continues for the following year.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Alma Academy has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to providing a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents in enrolling the student and obtaining necessary immunizations or immunization records. If transportation is an issue, the Homeless Liaison will inform the parents of all transportation services available. The Homeless Liaison will encourage parents to be involved in their child’s education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Rocketship Alma Academy has made a reservation of funds to support homeless students. These funds will be used to cover bus passes and/or uniforms if there are homeless students with these needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Alma Academy supports transitions to include preschool to elementary school or home/daycare to elementary school and elementary school to middle school. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teachers. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive, and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts a New Family Spring Welcome Party, Family Orientation, Back to School BBQ, Family Conferences, Home Visits, and multiple events throughout the year to support families.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Alma Academy provides a strategic system of professional growth and improvement for new teachers, administrators, and school leaders. For all teachers, activities include providing an intensive three-week summer training that emphasizes foundational knowledge in culture and the classroom. The Charter School provides training in classroom management and effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Rocketship program, which is especially helpful for new teachers, including the use of data, instructional techniques, the scope and sequence of curricula, and family engagement. The professional development sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

Rocketship Alma Academy dedicates at least 200 hours throughout the school year to staff professional development. The Charter School dismisses students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principal or Assistant Principal facilitates these sessions targeting the needs of the teachers in response to the data analysis, evidence from classroom observations, and personalized trainings based on the school and classroom goals. The Principal ensures participation by verifying sign-in sheets, reviewing professional development session evaluation forms, and most importantly, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement are realized. The Principal will make adjustments to the professional development sessions to ensure continuous improvement.

In order to provide ongoing professional growth and development for teachers throughout their careers, Rocketship has established a professional development fund to provide additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship Alma Academy where their development is made a priority. Students benefit from this higher-level professional development that their teachers receive.

Rocketship Alma Academy builds the leadership capacity of teachers, principals, and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Principals, Assistant Principals, Business Operations Managers, and Office Managers participate in Leadership Labs for at least twelve hours focusing on topics like "Effectiveness through Understanding," "Communication and Collaborative Problem Solving," and "Staff Motivation and Development." Also, the assistant principals and principals attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data-driven instruction, and providing meaningful professional development.

We expect to see teacher growth and improvement from training as demonstrated by improved student outcomes, observations from our teacher coaches, and direct feedback from teachers as they reflect on their practices. Annually, our professional development team assesses the effectiveness of our professional development, considering educational partner input, data indicating gaps in achievement, ongoing research in the field, and changing policies. They then update professional development for the coming year to address any gaps or emerging needs. This includes changes to the summer professional development program and adjusted resources and supports for professional development offered in the school. Additionally, the Principal adjusts professional development on an ongoing basis to ensure that it is addressing the staff's most pressing needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The LEA is a charter school.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Rocketship Alma Academy (RSA). Learning how to better utilize data enables teachers to improve instructional practices and better serve all students. Following the administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RSA will have a full day analyzing assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. These assessments include NWEA three times per year and the annual CAASPP assessments. During Data Days, the Principal and Network staff help teachers analyze their students' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Principal and Assistant Principal assess the impact of these Data Days by conducting frequent classroom walk-throughs and classroom observations. Since these Data Days are scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Alma Academy teachers receive ongoing coaching and support from the Principal or Assistant Principal. This typically includes about three hours per week of support for our

newest teachers or others who need extra support. This helps teachers better instruct all students, including English Learners and Students with Disabilities. Moreover, Rocketship Alma Academy has developed structured common planning time for content and grade level collaboration including teacher leaders and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. This process ensures that the uses of Title II funds are based on data-driven decisions that work in coordination with other funding and programs supporting students' academics, social-emotional wellness, and personal success.

Included in data analysis about the effectiveness of professional development is input gathered from key educational partners, including teachers, school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and expert partners. Quantitative data is gathered through annual surveys for all staff and parents. Qualitative data is gathered through coaching sessions, community meetings, and reflections on programs with partners. These strong feedback processes also ensure that Title II programs are linked to other strategies, programs, and activities at Rocketship Alma Academy. Professional development is adjusted to meet demonstrated needs as well as to adapt to changing programs and approaches at each school. Educational Partner feedback is a key input into many other ways that the school evolves strategies, programs, and activities, so applying this feedback to professional development ensures that professional development evolves in parallel with other school improvements.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Alma Academy will provide professional development to teachers, principals, and staff focusing on the implementation of the CA ELA/ELD Framework and the principles articulated in the EL Roadmap. The work is grounded in the EL Roadmap Principle One: Assets-Oriented and Needs-Responsive Schools and ensures that the professional development provided is responsive to the needs of the specific English learner profiles that are enrolled each year, recognizing that these student profiles can change from year to year. Implementation of Principle Two: Intellectual Quality of Instruction and Meaningful Access involves professional development for teachers on embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helps identify opportunities to elevate practices and innovate in service of educational equity. To amplify the implementation of Integrated ELD, 'Universal Strategies' or Guided Language Acquisition Design (GLAD) strategies are utilized to provide access to content. Designated ELD focuses on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons are differentiated for newcomers. Teachers increase their knowledge of newcomer strategies through campus-held professional development and online modules. The foundational piece of the ongoing professional development is customized, targeted

one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Alma Academy teachers receive ongoing coaching and support from the Principal or Assistant Principal.

It is important for the teachers to be trained and understand how to implement the English Language Development Framework in lessons. The focus is for students to practice English skills and develop academic English in all core content areas throughout the school day. The Charter School provided ongoing professional development sessions throughout the year to help teachers master English Language Development strategies and/ or Guided Language Acquisition Design strategies.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Alma Academy serves many English Learners, the majority of whom speak Spanish. The Charter School offers high-quality language instruction through Structured English Immersion with both daily integrated English Language Development in all core content areas, as well as daily designated English Language Development.

In addition to high-quality teaching utilizing English Language Development principles and Universal Strategies or Guided Language Acquisition Design (GLAD) strategies, Rocketship Alma Academy provides a curriculum designed to meet the needs of English Learners in order to provide greater accessibility to core content for all English Learners. In doing so, the instructional opportunities are enhanced. The goal is to support English Learners to make rapid progress out of Levels 1 and 2 and into Level 3 by focusing on oral language development, grammatical constructs, and academic vocabulary in English. This is paired with specific literacy instruction in Tier II and Tier III settings including small-group instruction or one-on-one instruction. Newcomer supports are amplified through Multilingual Learner Specialists who provide additional direct services to students, where students engage in lessons that address not only their English language acquisition needs, but also their social

emotional needs. Students also receive foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students receive home language supports to accelerate English language acquisition.

The Principal or Assistant Principal monitors the use of English Language Development strategies through classroom walk-throughs, classroom observations, and monitoring the progress of English Learners toward language proficiency. The incorporation of Universal Strategies or GLAD strategies enhances the existing language instruction of the school through Structured English Immersion including Specially Designed for Academic Instruction in English by upgrading the language instruction and core content instruction.

The charter school continues to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Alma Academy makes it a priority to assist English Learners in achieving English proficiency and meeting the challenging state academic standards. The priority of Title III funds supports the use of English Language Development strategies. These strategies supplement the core program by using these strategies to teach the core curriculum. These are strategies that support the English Learners to access the core curriculum in a manner that makes the core content accessible, meaningful, and engaging. The Principal holds the teachers accountable for utilizing these strategies through classroom walk-throughs, classroom observations, frequent and meaningful feedback, and monitoring the growth of the English Learners through quarterly assessments offered through English Language Development cumulative assessments. The Principal ensures consistency of the use of English Language Development and Guided Language Acquisition Design strategies by providing ongoing professional development sessions throughout the school year. As the teachers analyze the progress English Learners are making toward language acquisition during Data Days and/or professional development sessions, the English Learners who are not making adequate progress are provided more intensive support through Tier II and Tier III settings including small group instruction or one-on-one instruction.

Multilingual Learner Specialists will provide additional support to English Learner newcomers during content area classes to ensure all English learners have access to meeting the adopted California content standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Alma Academy developed this Federal Addendum in consultation with parent leaders during School Site Council and English Learner Advisory Council meetings, teachers during professional development sessions, and at the Principal level reviewing the most common strategies or obstacles to success. The educational partners including teachers, parents, staff, and the Principal complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Rocketship Public Schools which allows the individual schools to collaborate on supports and resources needed.

Rocketship Alma Academy is committed to safe, healthy supportive drug-free environments that support academic achievement through prevention, education, and structured discipline policies. The Charter School follows a rigorous calendar of staff training, safety team meetings, and professional development.

Rocketship Alma Academy looks to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe the intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The daily schedule reflects the value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with a SEL lesson that includes prosocial skills instruction and highlights the Rocketship Alma Academy core values: respect, responsibility, persistence, empathy, and curiosity. The Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, the Rocketship core values, and culturally responsive pedagogy. The SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with the SEL lessons, the school has developed a community meeting framework for teachers to ensure there are relationship-building opportunities for students to connect, disengage from stress, make commitments, and unite as a community. In addition to the classroom-level

community meeting, each Rocketship campus begins the school day with Launch, which is a period for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a “core value of the month”). During Launch, the school may also promote a successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom’s recent accomplishment.

Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. The school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and provide small group support working with the SEL curriculum and other evidence-based and trauma-informed curricula. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) to meet the expected increased needs of our students. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution, and fewer mental health issues caused by trauma.

The school incorporates Chromebooks and online platforms to supplement the core curriculum and more importantly to provide Online Learning Programs for the students. The benefit of using technology like this supports each student and his/her level. It provides another format to ensure the core curriculum is differentiated in a way that supports the students’ interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

The Charter School will utilize the available flexibility to transfer Title IV, Part A funds to meet the needs of students under the Title I, Part A program. The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services by completing an annual needs assessment to inform the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change, or be replaced. If a strategy like tutoring is showing improvement on the SBAC, the initiative continues for the following year. The flexibility to transfer Title IV, Part A funds allows the funding to be used in a manner that will best meet the needs of students based on current data.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum

LEA name:

Rocketship Spark Academy

CDS code:

43 69450 0128108

Link to the LCAP:

(optional)

https://www.rocketshipschools.org/schools/spark-academy/

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A (Funding will be rolled over to Title I, Part A)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The major priority areas for Rocketship Spark Academy include providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors or working on an adaptive online learning program for Literacy and STEM skills. Since the majority of the student population is socioeconomically disadvantaged and English Learners, Rocketship Spark Academy makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged and/or English Learners.

The decisions made about the use of supplemental federal funds are discussed at the school level through the School Site Council and English Learner Advisory Council. The councils discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey that provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year. The decisions take into account the needs of Rocketship Spark Academy based on student achievement data to include SBAC, ELPAC, NWEA, and cumulative assessments as well as student demographic data to include the significant subgroups of Latinx, socioeconomically disadvantaged, students with disabilities, and English Learners. Student achievement data and student demographic data are used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all students, English Learners, foster youth, socioeconomically disadvantaged students and low-achieving students. The LCAP goals were designed for all students and are 1) Improve 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.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the achievement of the Charter School's vision and mission and the goals for all students are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The School Site Council and English Learner Advisory Council will review and approve the LCAP prior to board approval. During quarterly meetings, the School Site Council and English Learner Advisory Council will review assessment data for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the students in their classes.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the educational partners meet to determine the schoolwide goals, it is the review of student achievement data that determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the educational partners to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or omitted. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The School Site Council, English Learner Advisory Council, teachers, staff, and parents provide input on the core program, then make decisions based on the differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organization priorities are communicated to educational partners by posting on the website, notifying parents of Title I programs in the Parent/Student Handbook, reviewing and approving the LCAP at School Site Council and English Learner Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district-level funds. Based on the needs assessment, the leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize activities. The use of Title funds to supplement the English Learner program is also discussed with the School Site Council and English Learner Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the School Site Council and English Learner Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A – Not Applicable for Charter Schools

APPROVED BY CDE

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Cafécitos (monthly coffee chats) and community meetings. Developing the Parent Engagement Policy aligns to the process with the LCAP educational partner involvement process as evidenced by frequent meetings with parents, and sharing the development of the policy and the LCAP with the School Site Council and English Learner Advisory Council. The Parent Engagement Policy is available on the school website and will be distributed in the Parent Handbook. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, and how to

prepare for parent conferences. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each student's individual goals and celebrations of academic achievements, academic growth, regular attendance, and student of the month at monthly award ceremonies and during the morning launch.

The Charter School provides meaningful professional development to administrators, teachers, and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include reading in the classroom, volunteering for events, chaperoning field trips, and serving as parent leaders.

The Charter School partners and co-creates pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship in order to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include the School Site Council (SSC) and English Learner Advisory Committee (ELAC), the Regional Advisory Board, and the California Leadership Organizing Committee (CLOC). The Charter School also hosts Los Dichos, a parent, family, and community engagement activity where family members read stories that represent the cultural and linguistic diversity of students.

All information about parent workshops, programs, meetings, and activities are posted on the Charter School's website, schoolwide emails, text messages, phone calls, newsletters, and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant students so that they can actively participate in the school. Each student will receive a home visit from their core classroom teacher at the beginning of the school year to focus on student learning, individual goals for the student, and investing in families, especially parents with disabilities and parents of migrant students. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs, and developing a plan to support the student if necessary.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Spark Academy provides programs and services to the students including providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors and working on an adaptive online learning program. These schoolwide services support academically at-risk students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, and SBAC Math scores. Increasing these scores ensures that students are meeting or exceeding grade-level mastery which helps close achievement gaps. Title I funds used for Intervention curriculum and tutors support students who are at risk of not meeting state standards by working diligently on specific strategies like phonics instruction, close reading, thematic understanding, guided reading, specific literacy instruction, utilizing Learning Lab materials to ensure students have consumables which will connect learning to the real world, and Classroom Libraries to increase the literacy skills of the students and move them closer to grade level.

The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services like math teacher classroom coaching for all students, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction. The School Site Council and English Learner Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. If a strategy like close reading is showing improvement on the SBAC ELA, the initiative continues for the following year.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Spark Academy has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to providing a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents in enrolling the student and obtaining necessary immunizations or immunization records. If transportation is an issue, the Homeless Liaison will inform the parents of all transportation services available. The Homeless Liaison will encourage parents to be involved in their child’s education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Rocketship Spark Academy has made a reservation of funds to support homeless students. These funds will be used to cover bus passes and/or uniforms if there are homeless students with these needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Spark Academy supports transitions to include preschool to elementary school or home/daycare to elementary school and elementary school to middle school. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teachers. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive, and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts a New Family Spring Welcome Party, Family Orientation, Back to School BBQ, Family Conferences, Home Visits, and multiple events throughout the year to support families.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Spark Academy provides a strategic system of professional growth and improvement for new teachers, administrators, and school leaders. For all teachers, activities include providing an intensive three-week summer training that emphasizes foundational knowledge in culture and the classroom. The Charter School provides training in classroom management and effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Rocketship program, which is especially helpful for new teachers, including the use of data, instructional techniques, the scope and sequence of curricula, and family engagement. The professional development sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

Rocketship Spark Academy dedicates at least 200 hours throughout the school year to staff professional development. The Charter School dismisses students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principal or Assistant Principal facilitates these sessions targeting the needs of the teachers in response to the data analysis, evidence from classroom observations, and personalized trainings based on the school and classroom goals. The Principal ensures participation by verifying sign-in sheets, reviewing professional development session evaluation forms, and most importantly, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement are realized. The Principal will make adjustments to the professional development sessions to ensure continuous improvement.

In order to provide ongoing professional growth and development for teachers throughout their careers, Rocketship has established a professional development fund to provide additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship Spark Academy where their development is made a priority. Students benefit from this higher-level professional development that their teachers receive.

Rocketship Spark Academy builds the leadership capacity of teachers, principals, and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Principals, Assistant Principals, Business Operations Managers, and Office Managers participate in Leadership Labs for at least twelve hours focusing on topics like "Effectiveness through Understanding," "Communication and Collaborative Problem Solving," and "Staff Motivation and Development." Also, the assistant principals and principals attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data-driven instruction, and providing meaningful professional development.

We expect to see teacher growth and improvement from training as demonstrated by improved student outcomes, observations from our teacher coaches, and direct feedback from teachers as they reflect on their practices. Annually, our professional development team assesses the effectiveness of our professional development, considering educational partner input, data indicating gaps in achievement, ongoing research in the field, and changing policies. They then update professional development for the coming year to address any gaps or emerging needs. This includes changes to the summer professional development program and adjusted resources and supports for professional development offered in the school. Additionally, the Principal adjusts professional development on an ongoing basis to ensure that it is addressing the staff's most pressing needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The LEA is a charter school.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Rocketship Spark Academy (RSK). Learning how to better utilize data enables teachers to improve instructional practices and better serve all students. Following the administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at will have a full day analyzing assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. These assessments include NWEA three times per year and the annual CAASPP assessments. During Data Days, the Principal and Network staff help teachers analyze their students' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Principal and Assistant Principal assess the impact of these Data Days by conducting frequent classroom walk-throughs and classroom observations. Since these Data Days are scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Spark Academy teachers receive ongoing coaching and support from the Principal or Assistant Principal. This typically includes about three hours per week of support for our newest teachers or

others who need extra support. This helps teachers better instruct all students, including English Learners and Students with Disabilities. Moreover, Rocketship Spark Academy has developed structured common planning time for content and grade level collaboration including teacher leaders and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. This process ensures that the uses of Title II funds are based on data-driven decisions that work in coordination with other funding and programs supporting students' academics, social-emotional wellness, and personal success.

Included in data analysis about the effectiveness of professional development is input gathered from key educational partners, including teachers, school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and expert partners. Quantitative data is gathered through annual surveys for all staff and parents. Qualitative data is gathered through coaching sessions, community meetings, and reflections on programs with partners. These strong feedback processes also ensure that Title II programs are linked to other strategies, programs, and activities at Rocketship Spark Academy. Professional development is adjusted to meet demonstrated needs as well as to adapt to changing programs and approaches at each school. Educational Partner feedback is a key input into many other ways that the school evolves strategies, programs, and activities, so applying this feedback to professional development ensures that professional development evolves in parallel with other school improvements.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Spark Academy will provide professional development to teachers, principals, and staff focusing on the implementation of the CA ELA/ELD Framework and the principles articulated in the EL Roadmap. The work is grounded in the EL Roadmap Principle One: Assets-Oriented and Needs-Responsive Schools and ensures that the professional development provided is responsive to the needs of the specific English learner profiles that are enrolled each year, recognizing that these student profiles can change from year to year. Implementation of Principle Two: Intellectual Quality of Instruction and Meaningful Access involves professional development for teachers on embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helps identify opportunities to elevate practices and innovate in service of educational equity. To amplify the implementation of Integrated ELD, 'Universal Strategies' or Guided Language Acquisition Design (GLAD) strategies are utilized to provide access to content. Designated ELD focuses on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons are differentiated for newcomers. Teachers increase their knowledge of newcomer strategies through campus-held professional development and online modules. The foundational piece of the ongoing professional development is customized, targeted

one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Spark Academy teachers receive ongoing coaching and support from the Principal or Assistant Principal.

It is important for the teachers to be trained and understand how to implement the English Language Development Framework in lessons. The focus is for students to practice English skills and develop academic English in all core content areas throughout the school day. The Charter School provided ongoing professional development sessions throughout the year to help teachers master English Language Development strategies and/ or Guided Language Acquisition Design strategies.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Spark Academy serves many English Learners, the majority of whom speak Spanish. The Charter School offers high-quality language instruction through Structured English Immersion with both daily integrated English Language Development in all core content areas, as well as daily designated English Language Development.

In addition to high-quality teaching utilizing English Language Development principles and Universal Strategies or Guided Language Acquisition Design (GLAD) strategies, Rocketship Spark Academy provides a curriculum designed to meet the needs of English Learners in order to provide greater accessibility to core content for all English Learners. In doing so, the instructional opportunities are enhanced. The goal is to support English Learners to make rapid progress out of Levels 1 and 2 and into Level 3 by focusing on oral language development, grammatical constructs, and academic vocabulary in English. This is paired with specific literacy instruction in Tier II and Tier III settings including small-group instruction or one-on-one instruction. Newcomer supports are amplified through Multilingual Learner Specialists who provide additional direct services to students, where students engage in lessons that address not only their English language acquisition needs, but also their social

emotional needs. Students also receive foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students receive home language supports to accelerate English language acquisition.

The Principal or Assistant Principal monitors the use of English Language Development strategies through classroom walk-throughs, classroom observations, and monitoring the progress of English Learners toward language proficiency. The incorporation of Universal Strategies or GLAD strategies enhances the existing language instruction of the school through Structured English Immersion including Specially Designed for Academic Instruction in English by upgrading the language instruction and core content instruction.

The charter school continues to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Spark Academy makes it a priority to assist English Learners in achieving English proficiency and meeting the challenging state academic standards. The priority of Title III funds supports the use of English Language Development strategies. These strategies supplement the core program by using these strategies to teach the core curriculum. These are strategies that support the English Learners to access the core curriculum in a manner that makes the core content accessible, meaningful, and engaging. The Principal holds the teachers accountable for utilizing these strategies through classroom walk-throughs, classroom observations, frequent and meaningful feedback, and monitoring the growth of the English Learners through quarterly assessments offered through English Language Development cumulative assessments. The Principal ensures consistency of the use of English Language Development and Guided Language Acquisition Design strategies by providing ongoing professional development sessions throughout the school year. As the teachers analyze the progress English Learners are making toward language acquisition during Data Days and/or professional development sessions, the English Learners who are not making adequate progress are provided more intensive support through Tier II and Tier III settings including small group instruction or one-on-one instruction.

Multilingual Learner Specialists will provide additional support to English Learner newcomers during content area classes to ensure all English learners have access to meeting the adopted California content standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Spark Academy developed this Federal Addendum in consultation with parent leaders during School Site Council and English Learner Advisory Council meetings, teachers during professional development sessions, and at the Principal level reviewing the most common strategies or obstacles to success. The educational partners including teachers, parents, staff, and the Principal complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Rocketship Public Schools which allows the individual schools to collaborate on supports and resources needed.

Rocketship Spark Academy is committed to safe, healthy supportive drug-free environments that support academic achievement through prevention, education, and structured discipline policies. The Charter School follows a rigorous calendar of staff training, safety team meetings, and professional development.

Rocketship Spark Academy looks to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe the intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The daily schedule reflects the value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with a SEL lesson that includes prosocial skills instruction and highlights the Rocketship Spark Academy core values: respect, responsibility, persistence, empathy, and curiosity. The Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, the Rocketship core values, and culturally responsive pedagogy. The SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with the SEL lessons, the school has developed a community meeting framework for teachers to ensure there are relationship-building opportunities for students to connect, disengage from stress, make commitments, and unite as a community. In addition to the classroom-level

community meeting, each Rocketship campus begins the school day with Launch, which is a period for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a “core value of the month”). During Launch, the school may also promote a successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom’s recent accomplishment.

Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. The school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and provide small group support working with the SEL curriculum and other evidence-based and trauma-informed curricula. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) to meet the expected increased needs of our students. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution, and fewer mental health issues caused by trauma.

The school incorporates Chromebooks and online platforms to supplement the core curriculum and more importantly to provide Online Learning Programs for the students. The benefit of using technology like this supports each student and his/her level. It provides another format to ensure the core curriculum is differentiated in a way that supports the students’ interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

The Charter School will utilize the available flexibility to transfer Title IV, Part A funds to meet the needs of students under the Title I, Part A program. The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services by completing an annual needs assessment to inform the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change, or be replaced. If a strategy like tutoring is showing improvement on the SBAC, the initiative continues for the following year. The flexibility to transfer Title IV, Part A funds allows the funding to be used in a manner that will best meet the needs of students based on current data.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum

LEA name:

Rocketship Si Se Puede Academy

CDS code:

43 10439 0119024

Link to the LCAP:

(optional)

https://www.rocketshipschools.org/schools/si-se-puede-academy/

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A (Funding will be rolled over to Title I, Part A)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The major priority areas for Rocketship Si Se Puede Academy include providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors or working on an adaptive online learning program for Literacy and STEM skills. Since the majority of the student population is socioeconomically disadvantaged and English Learners, Rocketship Si Se Puede Academy makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged and/or English Learners.

The decisions made about the use of supplemental federal funds are discussed at the school level through the School Site Council and English Learner Advisory Council. The councils discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall and at the final meeting in the spring. The parents also participate in an annual survey that provides feedback on the goals and services. The teachers and staff actively participate in the decision-making process throughout the year. The decisions take into account the needs of Rocketship Si Se Puede Academy based on student achievement data to include SBAC, ELPAC, NWEA, and cumulative assessments as well as student demographic data to include the significant subgroups of Latinx, socioeconomically disadvantaged, students with disabilities, and English Learners. Student achievement data and student demographic data are used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all students, English Learners, foster youth, socioeconomically disadvantaged students and low-achieving students. The LCAP goals were designed for all students and are 1) Improve 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.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the achievement of the Charter School's vision and mission and the goals for all students are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The School Site Council and English Learner Advisory Council will review and approve the LCAP prior to board approval. During quarterly meetings, the School Site Council and English Learner Advisory Council will review assessment data for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the students in their classes.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the educational partners meet to determine the schoolwide goals, it is the review of student achievement data that determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the educational partners to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or omitted. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The School Site Council, English Learner Advisory Council, teachers, staff, and parents provide input on the core program, then make decisions based on the differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organization priorities are communicated to educational partners by posting on the website, notifying parents of Title I programs in the Parent/Student Handbook, reviewing and approving the LCAP at School Site Council and English Learner Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the Annual Report.

There is a collaborative process to make decisions about federal district-level funds. Based on the needs assessment, the leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize activities. The use of Title funds to supplement the English Learner program is also discussed with the School Site Council and English Learner Advisory Council.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the School Site Council and English Learner Advisory Council. Parents serve executive offices on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A – Not Applicable for Charter Schools

APPROVED BY CDE

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Cafécitos (monthly coffee chats) and community meetings. Developing the Parent Engagement Policy aligns to the process with the LCAP educational partner involvement process as evidenced by frequent meetings with parents, and sharing the development of the policy and the LCAP with the School Site Council and English Learner Advisory Council. The Parent Engagement Policy is available on the school website and will be distributed in the Parent Handbook. The Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, and how to

prepare for parent conferences. The Charter School provides materials during parent workshops in English and Spanish. The Charter School also engages parents by honoring the academic success of each student's individual goals and celebrations of academic achievements, academic growth, regular attendance, and student of the month at monthly award ceremonies and during the morning launch.

The Charter School provides meaningful professional development to administrators, teachers, and staff on building parent relationships and valuing parents as partners. This has included working with staff to develop meaningful opportunities at the school for parents to include reading in the classroom, volunteering for events, chaperoning field trips, and serving as parent leaders.

The Charter School partners and co-creates pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship in order to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include the School Site Council (SSC) and English Learner Advisory Committee (ELAC), the Regional Advisory Board, and the California Leadership Organizing Committee (CLOC). The Charter School also hosts Los Dichos, a parent, family, and community engagement activity where family members read stories that represent the cultural and linguistic diversity of students.

All information about parent workshops, programs, meetings, and activities are posted on the Charter School's website, schoolwide emails, text messages, phone calls, newsletters, and reminders in English and Spanish. The Charter School will add another language as the need arises. The Charter School makes accommodations for parents with disabilities and parents of migrant students so that they can actively participate in the school. Each student will receive a home visit from their core classroom teacher at the beginning of the school year to focus on student learning, individual goals for the student, and investing in families, especially parents with disabilities and parents of migrant students. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs, and developing a plan to support the student if necessary.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Si Se Puede Academy provides programs and services to the students including providing a personalized education model to the students including whole group instruction and differentiated instruction for the students at their instructional level. Differentiated instruction may include the students working with tutors and working on an adaptive online learning program. These schoolwide services support academically at-risk students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, SBAC ELA scores, and SBAC Math scores. Increasing these scores ensures that students are meeting or exceeding grade-level mastery which helps close achievement gaps. Title I funds used for Intervention curriculum and tutors support students who are at risk of not meeting state standards by working diligently on specific strategies like phonics instruction, close reading, thematic understanding, guided reading, specific literacy instruction, utilizing Learning Lab materials to ensure students have consumables which will connect learning to the real world, and Classroom Libraries to increase the literacy skills of the students and move them closer to grade level.

The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services like math teacher classroom coaching for all students, ensuring the Principal monitors the implementation of math curriculum scope and sequence, and differentiated math groups to provide small group instruction. The School Site Council and English Learner Advisory Council complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. If a strategy like close reading is showing improvement on the SBAC ELA, the initiative continues for the following year.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Si Se Puede Academy has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The school is committed to providing a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents in enrolling the student and obtaining necessary immunizations or immunization records. If transportation is an issue, the Homeless Liaison will inform the parents of all transportation services available. The Homeless Liaison will encourage parents to be involved in their child’s education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

Rocketship Si Se Puede Academy has made a reservation of funds to support homeless students. These funds will be used to cover bus passes and/or uniforms if there are homeless students with these needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Si Se Puede Academy supports transitions to include preschool to elementary school or home/daycare to elementary school and elementary school to middle school. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teachers. The school recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive, and supported by the Charter School, the child's transition to school will be smooth. The Charter School hosts a New Family Spring Welcome Party, Family Orientation, Back to School BBQ, Family Conferences, Home Visits, and multiple events throughout the year to support families.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Si Se Puede Academy provides a strategic system of professional growth and improvement for new teachers, administrators, and school leaders. For all teachers, activities include providing an intensive three-week summer training that emphasizes foundational knowledge in culture and the classroom. The Charter School provides training in classroom management and effective planning, including daily lessons, units, and yearlong plans. In addition, the program in the summer introduces foundational components of the Rocketship program, which is especially helpful for new teachers, including the use of data, instructional techniques, the scope and sequence of curricula, and family engagement. The professional development sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

Rocketship Si Se Puede Academy dedicates at least 200 hours throughout the school year to staff professional development. The Charter School dismisses students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principal or Assistant Principal facilitates these sessions targeting the needs of the teachers in response to the data analysis, evidence from classroom observations, and personalized trainings based on the school and classroom goals. The Principal ensures participation by verifying sign-in sheets, reviewing professional development session evaluation forms, and most importantly, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement are realized. The Principal will make adjustments to the professional development sessions to ensure continuous improvement.

In order to provide ongoing professional growth and development for teachers throughout their careers, Rocketship has established a professional development fund to provide additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship Si Se Puede Academy where their development is made a priority. Students benefit from this higher-level professional development that their teachers receive.

Rocketship Si Se Puede Academy builds the leadership capacity of teachers, principals, and school leaders by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. The Principals, Assistant Principals, Business Operations Managers, and Office Managers participate in Leadership Labs for at least twelve hours focusing on topics like "Effectiveness through Understanding," "Communication and Collaborative Problem Solving," and "Staff Motivation and Development." Also, the assistant principals and principals attend an intensive series of workshops on topics like instructional coaching including observation and feedback, data-driven instruction, and providing meaningful professional development.

We expect to see teacher growth and improvement from training as demonstrated by improved student outcomes, observations from our teacher coaches, and direct feedback from teachers as they reflect on their practices. Annually, our professional development team assesses the effectiveness of our professional development, considering educational partner input, data indicating gaps in achievement, ongoing research in the field, and changing policies. They then update professional development for the coming year to address any gaps or emerging needs. This includes changes to the summer professional development program and adjusted resources and supports for professional development offered in the school. Additionally, the Principal adjusts professional development on an ongoing basis to ensure that it is addressing the staff's most pressing needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The LEA is a charter school.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Rocketship Si Se Puede Academy (RSSP). Learning how to better utilize data enables teachers to improve instructional practices and better serve all students. Following the administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at RSSP will have a full day analyzing assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. These assessments include NWEA three times per year and the annual CAASPP assessments. During Data Days, the Principal and Network staff help teachers analyze their students' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Principal and Assistant Principal assess the impact of these Data Days by conducting frequent classroom walk-throughs and classroom observations. Since these Data Days are scheduled a minimum of four times per year, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Si Se Puede Academy teachers receive ongoing coaching and support from the Principal or Assistant Principal. This typically includes about three hours per week of support for our

newest teachers or others who need extra support. This helps teachers better instruct all students, including English Learners and Students with Disabilities. Moreover, Rocketship Si Se Puede Academy has developed structured common planning time for content and grade level collaboration including teacher leaders and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. This process ensures that the uses of Title II funds are based on data-driven decisions that work in coordination with other funding and programs supporting students' academics, social-emotional wellness, and personal success.

Included in data analysis about the effectiveness of professional development is input gathered from key educational partners, including teachers, school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and expert partners. Quantitative data is gathered through annual surveys for all staff and parents. Qualitative data is gathered through coaching sessions, community meetings, and reflections on programs with partners. These strong feedback processes also ensure that Title II programs are linked to other strategies, programs, and activities at Rocketship Si Se Puede Academy. Professional development is adjusted to meet demonstrated needs as well as to adapt to changing programs and approaches at each school. Educational Partner feedback is a key input into many other ways that the school evolves strategies, programs, and activities, so applying this feedback to professional development ensures that professional development evolves in parallel with other school improvements.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Si Se Puede Academy will provide professional development to teachers, principals, and staff focusing on the implementation of the CA ELA/ELD Framework and the principles articulated in the EL Roadmap. The work is grounded in the EL Roadmap Principle One: Assets-Oriented and Needs-Responsive Schools and ensures that the professional development provided is responsive to the needs of the specific English learner profiles that are enrolled each year, recognizing that these student profiles can change from year to year. Implementation of Principle Two: Intellectual Quality of Instruction and Meaningful Access involves professional development for teachers on embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helps identify opportunities to elevate practices and innovate in service of educational equity. To amplify the implementation of Integrated ELD, 'Universal Strategies' or Guided Language Acquisition Design (GLAD) strategies are utilized to provide access to content. Designated ELD focuses on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons are differentiated for newcomers. Teachers increase their knowledge of newcomer strategies through campus-held professional development and online modules. The foundational piece of the ongoing professional development is customized, targeted

one-on-one coaching provided by the Principal or Assistant Principal to teachers. Rocketship Si Se Puede Academy teachers receive ongoing coaching and support from the Principal or Assistant Principal.

It is important for the teachers to be trained and understand how to implement the English Language Development Framework in lessons. The focus is for students to practice English skills and develop academic English in all core content areas throughout the school day. The Charter School provided ongoing professional development sessions throughout the year to help teachers master English Language Development strategies and/ or Guided Language Acquisition Design strategies.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Si Se Puede Academy serves many English Learners, the majority of whom speak Spanish. The Charter School offers high-quality language instruction through Structured English Immersion with both daily integrated English Language Development in all core content areas, as well as daily designated English Language Development.

In addition to high-quality teaching utilizing English Language Development principles and Universal Strategies or Guided Language Acquisition Design (GLAD) strategies, Rocketship Si Se Puede Academy provides a curriculum designed to meet the needs of English Learners in order to provide greater accessibility to core content for all English Learners. In doing so, the instructional opportunities are enhanced. The goal is to support English Learners to make rapid progress out of Levels 1 and 2 and into Level 3 by focusing on oral language development, grammatical constructs, and academic vocabulary in English. This is paired with specific literacy instruction in Tier II and Tier III settings including small-group instruction or one-on-one instruction. Newcomer supports are amplified through Multilingual Learner Specialists who provide additional direct services to students,

where students engage in lessons that address not only their English language acquisition needs, but also their social emotional needs. Students also receive foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students receive home language supports to accelerate English language acquisition.

The Principal or Assistant Principal monitors the use of English Language Development strategies through classroom walk-throughs, classroom observations, and monitoring the progress of English Learners toward language proficiency. The incorporation of Universal Strategies or GLAD strategies enhances the existing language instruction of the school through Structured English Immersion including Specially Designed for Academic Instruction in English by upgrading the language instruction and core content instruction.

The charter school continues to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Si Se Puede Academy makes it a priority to assist English Learners in achieving English proficiency and meeting the challenging state academic standards. The priority of Title III funds supports the use of English Language Development strategies. These strategies supplement the core program by using these strategies to teach the core curriculum. These are strategies that support the English Learners to access the core curriculum in a manner that makes the core content accessible, meaningful, and engaging. The Principal holds the teachers accountable for utilizing these strategies through classroom walk-throughs, classroom observations, frequent and meaningful feedback, and monitoring the growth of the English Learners through quarterly assessments offered through English Language Development cumulative assessments. The Principal ensures consistency of the use of English Language Development and Guided Language Acquisition Design strategies by providing ongoing professional development sessions throughout the school year. As the teachers analyze the progress English Learners are making toward language acquisition during Data Days and/or professional development sessions, the English Learners who are not making adequate progress are provided more intensive support through Tier II and Tier III settings including small group instruction or one-on-one instruction.

Multilingual Learner Specialists will provide additional support to English Learner newcomers during content area classes to ensure all English learners have access to meeting the adopted California content standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rocketship Si Se Puede Academy developed this Federal Addendum in consultation with parent leaders during School Site Council and English Learner Advisory Council meetings, teachers during professional development sessions, and at the Principal level reviewing the most common strategies or obstacles to success. The educational partners including teachers, parents, staff, and the Principal complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year's plan in order to determine which services should continue, change, or be replaced. One benefit that the Charter School experiences is being part of the Charter Management Organization of Rocketship Public Schools which allows the individual schools to collaborate on supports and resources needed.

Rocketship Si Se Puede Academy is committed to safe, healthy supportive drug-free environments that support academic achievement through prevention, education, and structured discipline policies. The Charter School follows a rigorous calendar of staff training, safety team meetings, and professional development.

Rocketship Si Se Puede Academy looks to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe the intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The daily schedule reflects the value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with a SEL lesson that includes prosocial skills instruction and highlights the Rocketship Si Se Puede Academy core values: respect, responsibility, persistence, empathy, and curiosity. The Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, the Rocketship core values, and culturally responsive pedagogy. The SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with the SEL lessons, the school has developed a community meeting framework for teachers to ensure there are relationship-building opportunities for students to connect, disengage from stress, make commitments, and unite as a community. In

addition to the classroom-level community meeting, each Rocketship campus begins the school day with Launch, which is a period for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a “core value of the month”). During Launch, the school may also promote a successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom’s recent accomplishment.

Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. The school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and provide small group support working with the SEL curriculum and other evidence-based and trauma-informed curricula. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) to meet the expected increased needs of our students. The long-term benefits of this support will include drug and violence prevention, suicide prevention, conflict resolution, and fewer mental health issues caused by trauma.

The school incorporates Chromebooks and online platforms to supplement the core curriculum and more importantly to provide Online Learning Programs for the students. The benefit of using technology like this supports each student and his/her level. It provides another format to ensure the core curriculum is differentiated in a way that supports the students’ interests, allows them to interact with the platform individually at his/her own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.

The Charter School will utilize the available flexibility to transfer Title IV, Part A funds to meet the needs of students under the Title I, Part A program. The School Site Council and English Learner Advisory Council work diligently to review student achievement and make recommendations for services by completing an annual needs assessment to inform the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change, or be replaced. If a strategy like tutoring is showing improvement on the SBAC, the initiative continues for the following year. The flexibility to transfer Title IV, Part A funds allows the funding to be used in a manner that will best meet the needs of students based on current data.

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24-25 Local Indicators Report

What are local indicators?

For Local Control Funding Formula (LCFF) priorities where data is not collected at the state level, charters or districts are required to measure and report their progress to be displayed on the California School Dashboard. The indicators themselves are reported in a variety of formats, including data, self-ratings, and narratives. These will be reviewed by the state and published on the Dashboard with an indication of whether the standards have been “met” or “not met”.

The priorities that have local indicators that are applicable to Rocketship schools are:

- Priority 1: *Basics: Teachers, Instructional Materials, Facilities*
- Priority 2: *Implementation of Academic Standards*
- Priority 3: *Parent and Family Engagement*
- Priority 6: *Local Climate Survey*
- Priority 7: *Access to a Broad Course of Study*

The state requires that local indicators be approved in conjunction with the school Local Control and Accountability Plans (LCAPs). The indicators will be uploaded to the dashboard in the Fall of 2025.

Why do local indicators matter?

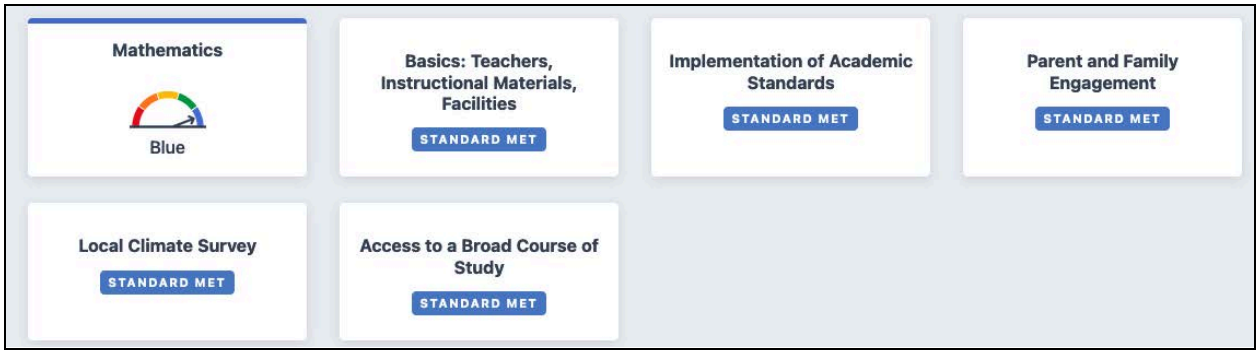
Dashboards (see below) are important ways for the public (e.g., parents, community members) to learn about schools. By presenting strong local indicators to complement our state scores we are able to share publicly about the work done in Rocketship Schools as well as illustrate our quantitative data with a narrative of the progress on initiatives our schools are achieving.

Additionally, under AB 1505, charters with consistently high scores across their Dashboard will be considered “high performing” and eligible for a differentiated renewal process.

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Sample dashboard -- screenshot of CDE website's 2023 dashboard for Rocketship Rising Stars



What indicators will we report for 24-25?

	Priority 1	*Priority 2*	*Priority 3*	*Priority 6*	*Priority 7*
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

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As in previous years, all local indicators will be reported as met, with additional details available for each indicator. Below we've included some of the details, including some of the variance between schools that will be seen on the Dashboard.

Basic conditions of the school
In this category, we will first report that all of our students had access to curriculum aligned instructional materials and that our facilities at no point failed to meet the "good repair" standards.

Additionally, we will reflect that we had no teacher mis-assignments (i.e., teachers instructing in a subject that they are not credentialed to teach) as well as no teacher vacancies over the course of the school year.

Implementation of Academic State Standards
This category gives us the opportunity to reflect on our work to implement academic standards, including vis-a-vis instructional materials and professional learning for staff. Given Rocketship's deep and enduring work to develop teachers, both through central and school based professional development sessions and ongoing observation and coaching, we plan to report we are at full implementation and sustainability (stage five of five) or full implementation (stage four of five) for most categories and subjects on several questions related to professional learning, supporting staff on identifying areas to improve, and engaging staff on their PD needs.. We are excited to report full implementation and sustainability for all content areas when it comes to making instructional materials available in all classrooms that are aligned to the recently adopted academic standards. We will also report full implementation or full implementation and sustainability for all content areas in regards to our progress implementing policies and programs that support staff in identifying areas where they can improve delivering instruction aligned to recently adopted academic standards. Lastly, we will continue to focus on our enrichments as we report initial-to-full implementation on progress to date on implementing health, physical education, and visual/performing arts standards and are looking forward to expanding our arts programming with additional state funding.

Parent Engagement
In this category we are asked to report the phase of implementation for different aspects of parent engagement. We plan to report that all aspects are either at full implementation (one third of parent engagement metrics) or full implementation and sustainability (two thirds of parent engagement metrics). Aspects at full implementation (stage four of five) include providing opportunities to have families, teachers, principals and admins work together to plan and

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implement family engagement activities, providing information and resources to support student learning and development in the home, and supporting parent advocacy and engagement in advisory groups. We plan to report that we are at full implementation and sustainability (stage five of five) for programs which allow teachers to meet with students and families since we believe that these programs are strong and have been strong for multiple years. Additionally, we will also report full implementation and sustainability when it comes to supporting families in understanding and exercising their legal rights and advocating for their own and all students as well as supporting staff in learning about each family's strengths, cultures, languages and goals for their children.

We are excited to report that all four categories in the building relationships between school staff and families category are at the full implementation and sustainability stage. This can be attributed to the successful rollout of a new two way communication platform, which has been fully implemented and well received by families.

Additionally, we will reflect on ways to continue to foster increased family ownership in all phases of planning, communication, and execution of school activities. With these activities, we also plan to engage families to ensure the consistency, quantity and quality of events meets their needs and are meaningful to their school experience. We will also describe the positive impact our CareCorps program is having on our ability to form strong relationships, seek input for decision making and help families understand their rights, particularly for our underrepresented students. We will highlight the success brought by the full implementation of CLOC (CA Leadership Organizing Committee), to train families at each school on their rights and civic engagement. Lastly, we will report on the activities of the campus family advisory boards, regional advisory board and School Site Councils (SSC) and their inputs on decision making at the school site and regional level.

Local Climate Survey
In this category, we will reflect on the students' experience, sharing portions of the parent survey. We will focus on questions about school safety in particular and the overall student experience.

These scores vary by school but we will share one to two reasons why the school has excelled in building a safe climate, such as strong dismissal, great teacher relationships, high parent involvement, and a few ways that each school will seek to improve.

Access to a Broad Course of Study

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This category gives us the opportunity to provide narratives describing how we ensure all students -- regardless of demographics or special education status -- have access to a “broad course of study” across subject areas. We will report that all students have access to a broad course of study, which is successfully achieved through Rocketship’s inclusion model, robust data tracking processes, structures such as “check in check out” and extension work.

LCFF Budget Overview for Parents

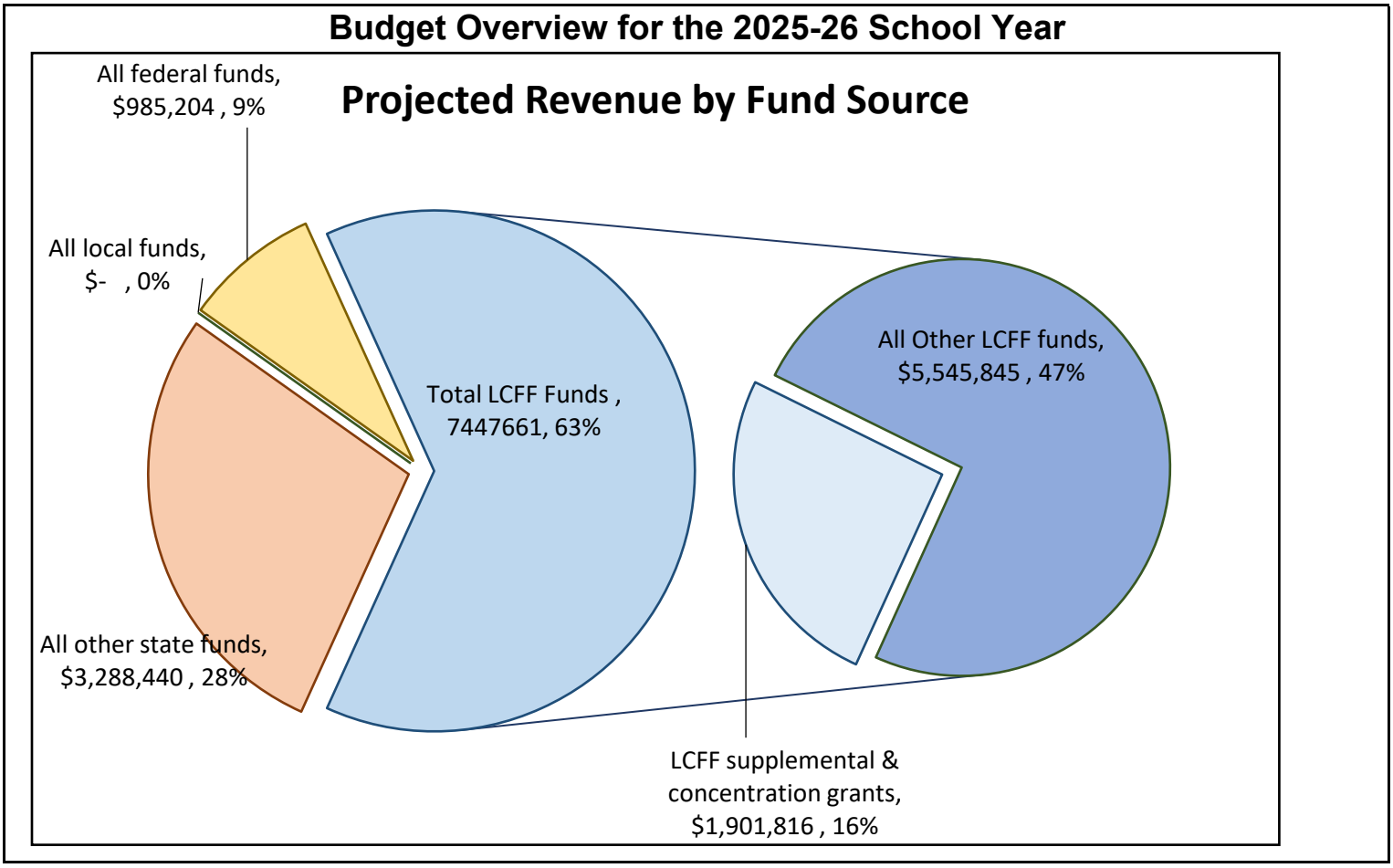
Local Educational Agency (LEA) Name: Rocketship Academy Brilliant Minds

CDS Code: 43-10439-0125781

School Year: 2025-26

LEA contact information: Benjamin Carson501-258-7831bcarson@rsed.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

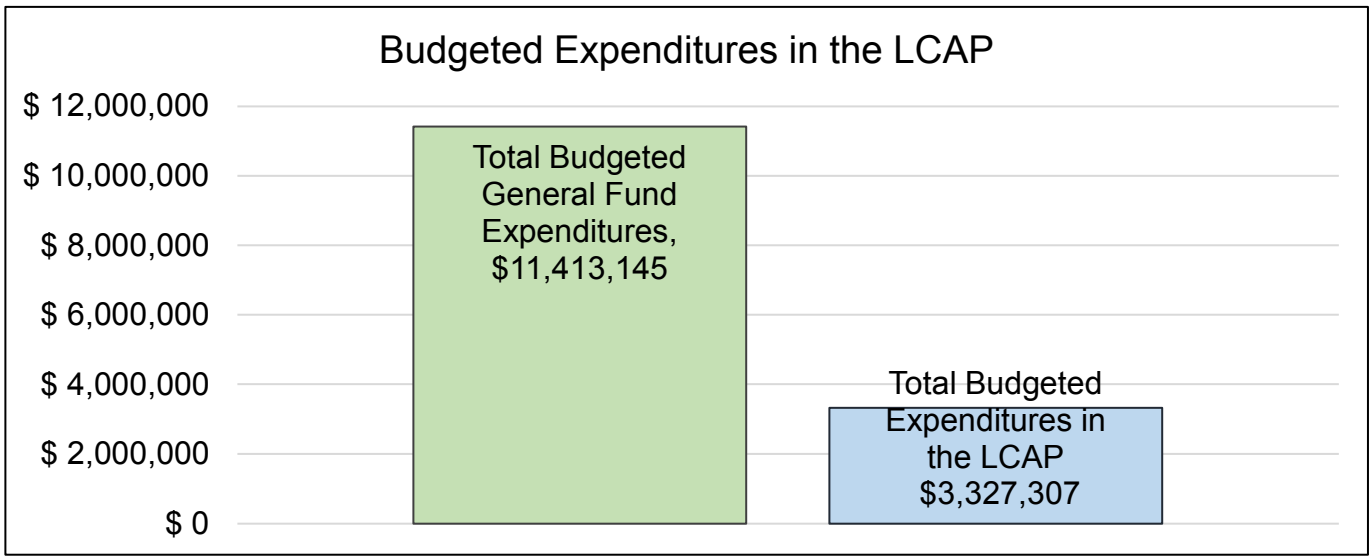


This chart shows the total general purpose revenue Rocketship Academy Brilliant Minds expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Academy Brilliant Minds is $11,721,304.91, of which $7,447,661.00 is Local Control Funding Formula (LCFF), $3,288,439.57 is other state funds, $0.00 is local funds, and $985,204.34 is federal funds. Of the $7,447,661.00 in LCFF Funds, $1,901,816.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Academy Brilliant Minds plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Academy Brilliant Minds plans to spend $11,413,145.33 for the 2025-26 school year. Of that amount, $3,327,306.53 is tied to actions/services in the LCAP and $8,085,838.80 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

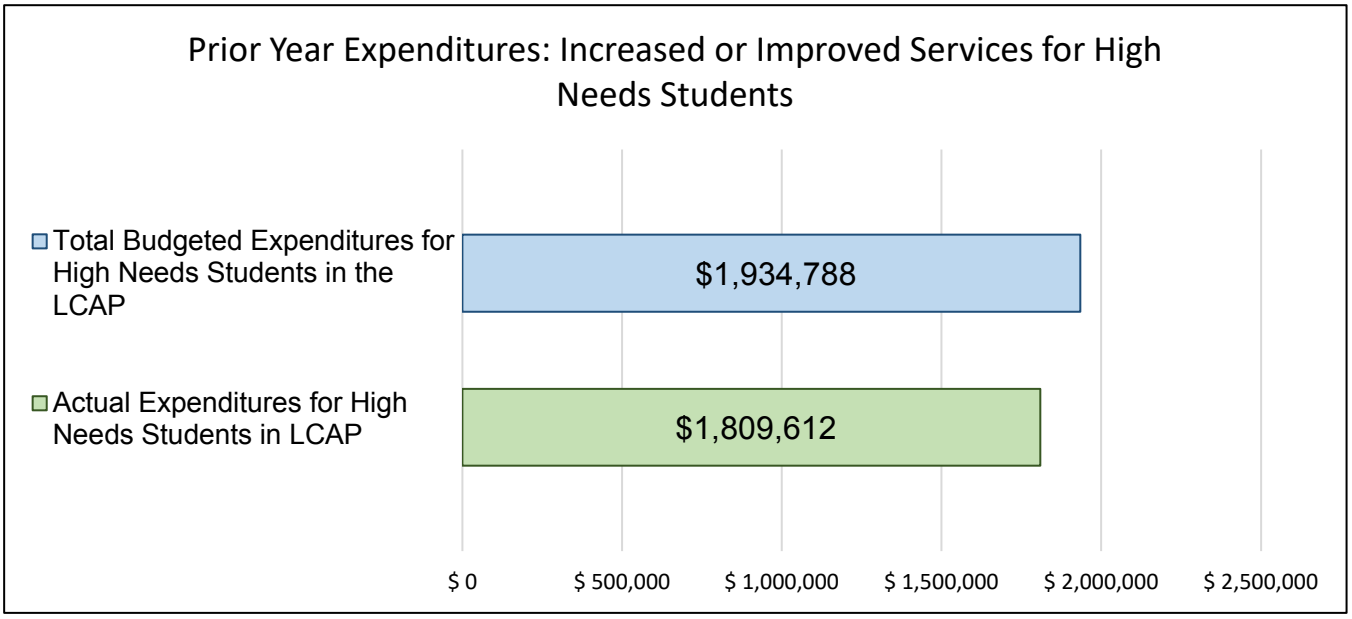
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications,insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Rocketship Academy Brilliant Minds is projecting it will receive $1,901,816.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Academy Brilliant Minds must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Academy Brilliant Minds plans to spend $1,935,287.74 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Rocketship Academy Brilliant Minds budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Academy Brilliant Minds estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Rocketship Academy Brilliant Minds's LCAP budgeted $1,934,788.13 for planned actions to increase or improve services for high needs students. Rocketship Academy Brilliant Minds actually spent $1,809,612.38 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $125,175.74 had the following impact on Rocketship Academy Brilliant Minds's ability to increase or improve services for high needs students:

We received less than projected in supplemental/concentration funds (1,768,485), and we spent $1,809,612. The actions were implemented as planned.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Academy Brilliant Minds	Lisa Greene, Principal	brilliantminds@rsed.org; 408-708-5650

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Academy Brilliant Minds opened in August 2012, the sixth Rocketship campus to open in San Jose. The campus serves 486 students in grades TK-5. Approximately 76.1% of the students are socioeconomically disadvantaged, 53.7% are English learners, 74.9% are Hispanic/Latinx and 19.5% are Asian. Additionally, Rocketship Academy Brilliant Minds has approximately 12.3% of students who qualify for special education services.

Rocketship Academy Brilliant Minds operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Academy Brilliant Minds instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Academy Brilliant Minds also operates under the principles that excellent teachers and leaders create transformational schools and engaged families are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities and Rocketship families are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At Rocketship Academy Brilliant Minds this fifth core value is initiative. Students at Rocketship Brilliant Minds take initiative, operating with ownership over their academic and personal growth. Our talented team of educators works collaboratively with our dedicated parent community to ensure every Rocketeer on our campus receives an individualized educational experience tailored to his or her learning needs.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Academy Brilliant Minds which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Brilliant Minds based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflection

Successes

Based on the 2023 Dashboard, RBM has identified a success in Mathematics (Green, -19.3). We will build on this success by implementing action 1.1 Personalized Learning.

RBM has identified a success in English Learner Progress (Green, 50.5%). We will build on this success by implementing action 1.3 Services to Support Multilingual Students.

RBM has identified a success in Suspension Rate (Blue, 0%). We plan to continue this success by implementing 4.3 Social Emotional Learning.

2024 Dashboard Reflection

Successes

RBM has identified a success in Mathematics (Green, -7.1). We will build on this success by implementing action 1.1 Personalized Learning.

RBM has identified a success in Suspension Rate (Blue, 0%). We plan to continue this success by implementing 4.3 Social Emotional Learning.

Needs

RBM has identified a need in English Learner Progress (Red, 39.8%). We will address this need by implementing 1.3 Services to Support Multilingual Students.

RBM has identified a need in Chronic Absenteeism for the Homeless student group (Red, 34%). We will address this need by implementing 5.5 Attendance Initiatives and 4.4 Care Corps.

RBM has identified a need in Chronic Absenteeism for the Students with Disabilities (Red, 25.3%) student group. We will address this need by implementing 1.2 Special Education Supports.

Additional Successes & Needs

Teacher retention is a highlight for 2025. We are also so proud to have been re-authorized for 5 years. We are continuing to elevate the Rocketship Reads program. We've been more purposeful about our intervention efforts, ensuring we are providing small group instruction not just to students below grade level but also at and above.

Learning Recovery Emergency Block Grant (LREBG)

RSSP has $18,097 in unexpended LREBG funds for the 2025-26 school year.

The LREBG funded action may be found in Goal 1, Action 2, Special Education Supports.

The RBM needs assessment substantiated findings from the 2024 Dashboard related to student academic needs in Chronic Absenteeism. RBM students need tailored supports to remove barriers to success.

Although RBM runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

This falls under the allowable uses of the LREBG funding by integrating evidence-based pupil supports to address other barriers to learning, such as chronic absenteeism. The metric that will be used to track the effectiveness of this action is Chronic Absence rate.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Rocketship Academy Brilliant Minds is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Rocketship Academy Brilliant Minds is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Rocketship Academy Brilliant Minds is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for RBM based on the CA School Dashboard for 2024 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 10/29/24, 1/21/25, 3/5/25, 4/29/25. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings (12/17/24, 2/12/25, 5/5/25). Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. Our board meets quarterly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 28, 2025. The LCAP was adopted on June 11, 2025.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (8/20/24, 8/21/24, 9/17/24, 9/18/24, 10/15/24, 10/16/24, 11/19/24, 12/10/24, 12/11/24, 2/25/25, 5/13/25), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (3/4/25-3/21/25).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings (8/30/24) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (November 18-December 6, 2024).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In 1.1 Personalized Learning, our teachers indicated they need more training on the Bridges curriculum. We will add training for the summer of 2025. In 1.3 Services to Support Multilingual Students, staff members observed the need to focus on integrated ELD strategies. We will

provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students. In 2.1 High Quality Research Based Curriculum, we heard from the feedback from our teachers' Brown Bag sessions that our teachers appreciate the resources and the refinements from 23-24 to 24-25, specifically the guided reading. They wanted to be able to better meet the needs of a broad range of students in their classrooms, and introducing these three approaches is meeting those needs. We therefore plan to continue this model in 25-26. We also utilized leader and teacher feedback from the curriculum pilot to inform the adoption of CK Integrated for grades 3-5, and CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place. In 2.2 Professional Development, we received feedback from teachers and leaders that they appreciated the work done to differentiate p.d. and honor experience, and on the need for more differentiated p.d. to address teachers' levels of skill and experience. In response, we expanded our new teacher orientation. In 2.4 Instructional Coaching, across the region, the average teacher rating of coaching received was 8.2 out of 10. We therefore plan to maintain our current model of coaching. In 2.5 Teacher Credentialing, beginning in the 2024-25 school year, we launched a new program partnership with Reach University. Through this partnership, we offer a Preliminary Credential Program that provides staff with both an Early Completion option and a traditional two-year pathway to earning their Preliminary Credential. Additionally, we are collaborating with Reach University to support staff in earning their Bachelor's degree in Liberal Studies, equipping them with the necessary skills and meeting equivalency requirements for Basic Skills and Content Knowledge, further preparing them for a career in teaching. In Goal 3, the family survey shows families are confident our operations systems are smooth, efficient, and safe, supporting the continued implementation of Goal 3. In Goal 4, we expanded our Care Corps (action 4.4) service offerings in response to feedback from families regarding their needs. In Goal 5, family feedback shows that they feel respected and welcome, supporting the effectiveness and continuation of our Goal 5 actions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 47.1% English Learners: 31.3% Hispanic: 40.1% Socioeconomically Disadvantaged: 46.3% Students with Disabilities: 18.2% Asian: 76.9% Data Year: 2022-23	All Students:46.5% English Learners:21.1% Hispanic:40.4% Socioeconomically Disadvantaged:42.4% Homeless: 35.7% Students with Disabilities: 3.7% Asian:70.3% Data Year: 2023-24	[Insert outcome here]	52% Data Year: 2025-26	All Students: +5.6 English Learners: -10.2 Hispanic: +0.3 Socioeconomically Disadvantaged: -3.9 Homeless: n/a Students with Disabilities: -14.5 Asian: -6.6 Data Year: 2023-24
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 41.4% English Learners: 24.1% Hispanic: 33.3% Socioeconomically Disadvantaged: 38.8% Students with Disabilities: 13.6% Asian: 71.8% Data Year: 2022-23	All Students: 50.0% English Learners: 33.3% Hispanic: 42.4% Socioeconomically Disadvantaged: 44.3% Homeless: 35.7% Students with Disabilities: 14.8% Asian: 81.1% Data Year: 2023-24	[Insert outcome here]	55% Data Year: 2025-26	All Students: +8.6 English Learners: +9.2 Hispanic: +9.1 Socioeconomically Disadvantaged: +5.5 Homeless: n/a Students with Disabilities: +1.2 Asian: +9.3 Data Year: 2023-24

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 26.4% English Learners: 10.0% Hispanic: 19.1% Socioeconomically Disadvantaged: 22.0% Data Year: 2022-23	All Students: 28.9% English Learners: 0.0% Hispanic: 26.2% Socioeconomically Disadvantaged: 27.3% Data Year: 2023-24	[Insert outcome here]	34% Data Year: 2025-26	All Students: +2.5 English Learners: -10.0 Hispanic: +7.1 Socioeconomically Disadvantaged: +5.3 Data Year: 2023-24
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	.88 Years Data Year: 2023-24	.94 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+.06 Data Year: 2024-25
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	.98 Years Data Year: 2023-24	1.16 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+.18 Data Year: 2024-25
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	50% Data Year: 2022-23	39.8% Data Year: 2023-24		45% Data Year: 2025-26	-10.2 Data Year: 2023-24

1.7	EL Reclassification Rate Data Source: Internal SIS Demographics Data	10.3% Data Year: 2023-24 (as of 3/29/24)	5.5% Data Year: 2024-25 (as of 4/4/25)		8% Data Year: 2026-27	-4.8 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned. Successes and Challenges: In 1.1 Personalized Learning, we successfully implemented Tier II and utilized MTSS hubs to get the right intervention to all students. In grades 3 and 4, we piloted a new grade level structure with a whole group teacher and small group teacher for Humanities, and students rotate to both in their school day. We did intentional planning of those times. This structure provides additional academic support in small group no matter the student's achievement level. The CA team of our network also added a progress monitoring cycle across the entire region to ensure that progress is being captured for all our students. We successfully implemented a new Tier 2 math curriculum called Bridges. It was implemented in small groups within math classrooms. A challenge related to the Bridges curriculum was that although we did initial training, observations showed a need for more teacher training to implement the Bridges curriculum with full fidelity. In 1.2 Special Education Supports,This year we had an AP of student services, partic charged with supporting MTSS and ISE practices, making sure we are keeping close eyes on students who may be underperforming. In 1.3 Services to Support Multilingual Students, we had numerous successes. Our students continued to receive daily DELD instruction that focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. Instructional coaches were able to support the teachers through the use of look fors that delineated the teacher actions necessary for strong instruction. We were able to successfully implement the Interim ELPAC IA to inform instruction to better meet the individual or group needs of our students. Teachers were able to analyze domain specific data to identify the skills and knowledge students needed more practice on. Students also became more familiar with the testing platform and test structure that increased their confidence with taking the Summative ELPAC Assessment. Our schools also conducted ELAC Ambassador equity walks with new or returning representatives to continue the partnership with families of multilingual learners. Through this partnership, schools were able to find opportunities for families to support their students at home and increased family voice around the implementation of multilingual learner programs at their campuses. In 1.4 Rocketship Reads, a success is that we were more intentional in teaching students the skill of book shopping in the beginning of the year. We also incentivized reading through various initiatives, including the use of Accelerated Reader in grades 2-5 to encourage reading. We still have some challenges ensuring we have accurate reading levels for kids, but we are getting as close as possible.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.1 we spent more than budgeted ($71,595) because three tutors were included in the budget, and four tutors are currently on staff. An additional tutor was hired due to a greater need for instructional support. In 1.2 we spent more than budgeted ($140,649) due to increased need for special education contractors, in part due to open roles. Contractors are more expensive than hiring internal staff. In 1.3 we spent more than budgeted ($13,304) because Rocketship hired additional ELL staff (multilingual support specialists) due to the need for additional support for ELL students. In 1.4 we spent more than budgeted ($14,273) to provide Humanities teachers to support with reading. There were a larger number of Humanities teachers hired than initially estimated in the budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math (1.16 Years) and Reading (.94 Years); CAASPP Science (34%), where we approached our target, and CAASPP ELA (52%) and Math (55%), where we met our overall target in ELA and approached our target in Math. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address. We began implementing new curricula for reading and math in 2023-24.

The 1.3 Services to Support Multilingual Students action has been somewhat effective as well. In 2024, we had 39.8% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 5.5%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 1.1 Personalized Learning, we updated the action to include additional details on academic intervention curriculum and instruction. We updated 1.3 Services to Support Multilingual Students to include the focus for the coming year. We adjusted metrics targets based on year 1 results. CAASPP ELA (52.1%-> 52%), Math (46%->55%), Science (30%->34%), ELPI (55%->45%), Reclassification (15%->8%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RBM's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.	$671,323 (Title I $177,540)	Yes

1.2	Special Education Supports (LREBG)	Although RBM runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.	$358,730	No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting to engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.	$61,247	No

1.4	Rocketship Reads	Rocketship Academy Brilliant Minds will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores and fostering a love of learning and constant growth. This will include working with our entire school staff on modeling reading as an everyday activity. Our Humanities teachers will also own and implement “book shopping” within their classrooms to ensure students always have a “just right” book they are ready to enjoy at home or in spare moments at school.	$97,432	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2024-25
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned. In 2.1, we also rolled out three approaches to reading small group instruction for TK-5:1)foundational skills small group instruction, 2)applied decoding guided reading, and 3)novel studies guided reading. In 2.2, we also had a series of regional p.d. sessions where folks from multiple campuses came together and engaged in p.d. tailored to their content areas. Successes and Challenges: In 2.1 High Quality, Research Based Curriculum, we saw success in the mid-year NWEA Reading results, where across the network we had a 4% increase over the prior year of students moving into the upper third level (67th percentile and above). We saw the most growth in K and 3-5. A related challenge in 2.1 is that we are working on increasing growth for grades 1-2. We may refine our approaches to foundational skills and applied decoding guided reading.We are also pleased to see there is increased traction with CKLA skills and Eureka in year two of implementation. In 2.2 Professional Development, a success was that we expanded teacher orientation this year to two days from one day previously, based on teacher input. In 2.2, it has been a challenge to design network wide p.d. to meet the needs of the different schools, given the different curriculum we piloted. We are excited about plans to move everyone to CKLA for next year. Differentiating across a range of teacher experience was also challenging. To address that, we are expanding new teacher orientation from two days to three. In 2.3, we broadened our approach from just using mClass to a menu of resources to best address the needs of students. In 2.4 Instructional Coaching, a success was that we elevated the resources we have for in the moment coaching around the vision for the different parts of the block and our approaches to in the moment coaching. We refined the "Core Block Look Fors" We launched regional module launches where teachers get together with others from their grade level to plan upcoming units. In 2.5 Teacher Credentialing, a success is that offering staff additional study resources and PTO specifically for credentialing has enabled the region to prioritize testing requirements while ensuring dedicated time for staff to complete their program enrollment requirements. A challenge in 2.5 is that the state has recently introduced CSET exemptions, though only some of our staff qualify. These exemptions help alleviate testing pressures but are limited in availability.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.1 we spent more than budgeted ($28,089) because Core curriculum expenses were higher than anticipated. In 2.4 we spent less than budgeted (-$22,351). Instructional coaching is primarily conducted by Assistant Principals. This school had fewer AP's on staff this year vs. budget, resulting in lower instructional coaching expenses. In 2.5 we spent less than budgeted ($16,461). A larger number of credentialed teachers were hired, resulting in lower teacher credentialing costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards (100%),

combined with excellent instructional materials provided to all students (100%), and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2.1, we added information about curriculum adoptions for 25-26. In 2.2, we added information about our expanded new teacher orientation. In 2.3 Data Driven Instructional Practices, we updated the list of assessments to reflect current plans and expanded the description of our cycle of data analysis to provide more detail. In 2.5 Teacher Credentialing, we updated the action description to provide additional details on our efforts to support our teachers with credentialing.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RBM curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RBM operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RBM utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 25-26, we will be adopting CK Integrated for grades 3-5, CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place.	$44,856	No

2.2	Professional Development	Professional Development is a critical component of the RBM program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RBM hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RBM has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RBM will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.	$231,200	Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	$71,521	Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RBM teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.	$224,248	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests.We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. Rocketship will continue exploring additional credential program partnerships to better support our Education Specialist and PK3 Eligible staff. Our goal is to establish similar partnerships to the one we have with Reach, expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 25-26 school year.	$9,056	No
2.6	Culturally Responsive Pedagogy	RBM is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1 Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	83% Data Year: 2023-24	78% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	-5 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	91% Data Year: 2023-24	93% Data Year: 2024-25	[Insert outcome here]	85% Data Year: 2026-27	+2 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing and Development, we achieved a nearly full Operations staff with one opening of Ops Specialists. In 3.3 Safety Training, We have implemented additional controlled access on the front door of our campus. All entrants must be buzzed into the front entrance and then check in. We implemented a weekly safety walkthrough where BOM checks all security systems on campus to ensure they are working. The whole community is pleased to have a more secure building. We added an emergency survey which acts as a log for all safety incidents on campus. In 3.3 a challenge was that we discovered that our security system was not working properly. We therefore changed out our security system for one that provides 24/7 monitoring. In 3.4 Schoolwide Operational Systems and Routines, Based on our mid-year walkthroughs, we have successfully met expectations for operations systems. Our network successfully tracked check-ins to ensure regular development of Operations Specialists. We conducted training for Operations Specialists on Excel, giving student directions, safety scenarios practice.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.1 we spent less than budgeted ($52,111) because of fewer Operations Specialists hired due to challenges hiring and retaining staff. In 3.2 we spent less than budgeted (-$61,235) because custodial services expenses have been lower than expected. In 3.3 we spent less than budgeted (-$1,675) because the cost of safety materials was lower than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard:100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 78% and % of families feel campus is safe: 93%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.	$536,920	Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	$260,886	No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.	$16,034	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 5-Student Engagement, 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	83% Data Year: 2023-24	84% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	+1 Data Year: 2024-25
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	All Students: 0% Data Year: 2023-24 (as of 3/29/24)	All Students: 0% Data Year: 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	All Students: 0% Data Year: 2023-24 (as of 3/29/24)	All Students: 0% Data Year: 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23	100% Data Year: 2023-24		100% Data Year: 2022-23	Maintained Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned. Successes and Challenges: In 4.1 Enrichment, we successfully piloted a science curriculum connected to Eureka and taught by 3-5 grade teachers throughout the year. We were pleased to be able to provide art class for Tk-2nd grade. In grades 3-5, we had a very successful enrichment offering, a virtual reality coding class called Hello World. We were fortunate to be able to send six students to a Google demo to highlight their work. Another success was that the majority of campuses have an Enrichment Center Coordinator (ECC) to support students' exposure and learning of science. Our Science ECCs have access and support in using high quality resources and facilitate student engagement in the work of scientists anchored in activities aligned to the 5 Es (engage, explore, explain, elaborate, and evaluate). A related challenge is both the total number of students our enrichment coordinators are working with each week (at least 200 across 2+ grades) and the limited number of minutes they have to support students. In 4.2 Outdoor Education and Community Experiences,we held successful science camp trips for grades 4 and 5, as measured by early planning and completion with minimal needs to reschedule and network wide average attendance of over 80% of students. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events. In 4.4 Care Corps, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. Across our thirteen CA schools, over 550 Tier III families have been served thanks to their strong partnership. 5,500 Rocketeers have been screened for Vision, Hearing and/or Dental. Rocketship Parent University (RPU) has conducted over 70 parent workshops. Care Closet has served 470 families. A challenge experienced in 4.4 is that implementing SART / RARB requires more additional staff training and support so it is implemented with fidelity and consistency. That is something we are working to address.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 we spent less than budgeted (-$81,266) because we had fewer enrichment center coordinators due to shifts in staffing.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning and Care Corps actions were effective, as evidenced by % of student feel connected at school (As measured by student survey) (84%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 4.4 Care Corps, we updated the action description with additional details on our Care Corps support.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

4.1	Enrichment	Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.	$194,340	Yes
4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$57,696	Yes

4.3	Social Emotional Learning	At Rocketship Academy Brilliant Minds, we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Academy Brilliant Minds core values: respect, responsibility, persistence, empathy, and initiative. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community. In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.	$168,635	No

		Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: **Food Distribution:** We service 800 families every month across San Jose and East Bay. **Care Closet:** Free clothing families can access either at food distribution sites or on campus. Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). **Health Screenings:** We conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. We partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program	$117,327	No

		Tier II: Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3) Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of

5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	93.2% Data Year: 2023-24 (as of 3/29/24)	93.8% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	94% Data Year: 2026-27	+0.6 Data Year: 2024-25
5.2	Chronic Absenteeism rate for all students and all significant subgroups Data Source: SIS Attendance Reports	All Students: 18.1% English Learners: 16.6% Low Income: 19.0% Students with Disabilities: 18.5% Homeless: 31.7% Asian: 5.9% Hispanic/Latinx: 20.8% Data Year: 2023-24 (as of 3/29/24)	All Students: 19.7% English Learners: 16.3% Low Income: 20.2% Students with Disabilities: 20.2% Homeless: 37.5% Asian: 6.3% Hispanic/Latinx: 22.7% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	All Students: 20% Data Year: 2026-27	+1.6 Data Year: 2024-25

5.3	% of parents are involved (% parents on track to complete participation hours) Data Source: Internal HelpCounter Data	98% Data Year 2023-24 (as of 5/3/24)	83% Data Year 2024-25 (as of 4/4/25)	[Insert outcome here]	88% Data Year 2026-27	-15 Data Year: 2024-25
5.4	% Home visits completed Data Source: Internal Data	96% Data Year 2023-24	97% Data Year 2024-25		95% Data Year 2026-27	+1 Data Year: 2024-25
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) Data Source: Annual Parent Survey	84% Data Year 2023-24	89% Data Year 2024-25		90% Data Year 2026-27	+5 Data Year: 2024-25

5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) Data Source: Annual Parent Survey	87% Data Year: 2023-24	87% Data Year: 2024-25		90% Data Year 2026-27	Maintained Data Year: 2024-25
5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parent Survey	100% Data Year: 2023-24	92% Data Year: 2024-25		90% Data Year 2026-27	-8 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1 Family Engagement, as part of the summer and beginning of the year, we execute the Day 0-30 plan which outlines key events and specific goals around home visits, orientation, attendance to name a few. The goal as a region for Homevisits was 50% before the first day of school and 90% by December. We were able to achieve

52% by day one of school and 94% by December. Our orientation goal was 90% of all families participating which was also exceeded by all of our schools. We firmly believe that implementing these core practices sets the foundation for a strong partnership and relationship building for families and staff. Families engaging at in person events is a challenge given the variety of families and households that we serve. A challenge in 5.2 is for our school leaders and staff to continue to diversify opportunities that can be tailored to families who may not have the flexibility to participate in person during the day or after school due to work or personal situations. In 5.2 Family Advocacy and Leadership, we were pleased to have our network SSC presidents come together in Regional Advisory Boards--a blend of the SSC leaders and CLOC leaders to share testimony, leadership journey and path to advocacy with the national board of directors. This is an annual opportunity to meet the board, to share and ask questions. It also serves as a yearly pulse check for how we are doing in family advocacy. Our CLOC focused this year on advocating for renewal, engaging trustees on the renewal process, meeting with representatives, organizing at hearings, and leading voter registration drives. Our families in January this year engaged in immigration related topics. We also held an immigration forum on Zoom that featured local advocacy organizations to share resources and information on the topic of immigration. We had over 400 participants. After that event, many families expressed interest in doing more on this topic. We are now launching a Civic Engagement Advocacy Fellowship initiative, honing the skills of civic leadership for families, addressing the question of what does it take to become an influence in the community, a force for change. Then our participants can choose what direction to go with those new skills. We also had many family members advocate for their school during the fall renewal process. In 5.3 School-Family Partnership, a we were pleased to have all new to Rocketship Staff engage in professional development sessions around family engagement vision, home visit purpose and best practices, family teacher conferences, etc. This year we met our network goals around family engagement metrics such as Homevisits by December 90%+ and Family -Teacher conferences. In 5.3 one challenge we have is around the amount of families who experience hardships that prevent them coming to school and being able to connect them with the appropriate resources. Our Care Corps coordinators do an incredible job already but the needs of our families continue to increase. To solve for this, our Care Corps teams focus on identifying new outside agencies to diversify supports for our families. In 5.5 Los Dichos, a success was how the Los Dichos training equips families with public speaking skills and reading skills to better support their child at home and in the classroom (eg. Hold the book to the side so the children can see the pictures, pause when reading and make eye contact with the students, bring the book to life when reading, ask the students questions for comprehension and to make life connections). One challenge in 5.5 that we have is reaching a spread of 7 grade levels with just two lesson plans per month. The current breakdown is TK-G1 and G2-G5. Next year, we plan to move G2 down with the lower grades to support their understanding. In 5.6 Attendance Initiatives, a success is how our Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. 550 Tier III families have been served thanks to their strong partnership. A challenge in 5.6 is that connecting chronically absent families to long term housing and transportation options has been challenging. Some families do not want to take public transportation. At the network level, we need more training for staff so everyone implements best practices consistently across all schools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.5 we spent less than budgeted (-$12,174) due to fewer expenses identified compared to budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (parents on track to complete participation hours) (83%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (97%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (89%) and % of parents connected (87%), and % of parents with input on decision making (92%). 5.6 Attendance Initiatives was effective Average Daily Attendance (94%), by Chronic Absenteeism rate for all students and all significant subgroups (20% overall).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We updated the action description to provide more detail on our program to address chronic absenteeism. We adjusted the metrics targets in response to year one data: ADA (95%->94%) Chronic Absenteeism (10%-> 20%), Parent Involvement (76%->88%), Parent Satisfaction (88%->90%), Parent Connectedness (85%->90%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We believe that families are their student's first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than Englishs. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.	$108,612	Yes

		Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus. Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		

5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include: School Site Council (SSC) and English Learner Advisory Committee (ELAC): SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.	$0	No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the Care Corps program, schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$54,192	No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$26,293	No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program **Tier II:** Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3)	$16,758	No

		Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,901,816	$225,444

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.293%	0%	$0	34.293%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2024 ELA performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at orange level (EL -24.7 and SED -22.8). In 2024 Math performance, we find that both groups are at green level (EL -13.9 and SED -15.9). We had red level performance in 2024 on the English Learner Progress Indicator, with 39.8% of students making progress towards English language proficiency. In 2024-25, our EL Reclassification rate was 5.5% as of 4/4/25. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above).	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

		However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	
3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2024, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2025 survey results showed that 78% of students feel safe on campus and 84% of students feel a sense of connectedness at school. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2025 survey and internal data showed that 89% of parents were satisfied with their school, 83% of parents were involved in their school, 97% of families received home visits. In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Brilliant Minds is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RBM does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 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 %)
2025-26	$ 5,545,845	$ 1,901,816	34.293%	0.000%	34.293%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,228,828	$ 768,294	$ -	$ 330,185	$ 3,327,306.53	$ 2,542,532	$ 784,774

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	RBM	Ongoing	$ 570,195	$ 101,128	$ 413,318	$ -	$ -	$ 258,005	$ 671,323	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	RBM	Ongoing	$ 151,027	$ 207,703	$ -	$ 356,853	$ -	$ 1,877	$ 358,730	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	RBM	Ongoing	$ 38,654	$ 22,593	$ -	$ -	$ -	$ 61,247	$ 61,247	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RBM	Ongoing	$ 74,498	$ 22,934	$ 97,432	$ -	$ -	$ -	$ 97,432	0.000%
2	1	High quality, research-based curriculum	All	No	LEA-wide	[Input unduplicated student group(s)]	RBM	Ongoing	$ -	$ 44,856	$ 44,856	$ -	$ -	$ -	$ 44,856	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RBM	Ongoing	$ 217,616	$ 13,584	$ 231,200	$ -	$ -	$ -	$ 231,200	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RBM	Ongoing	$ 44,639	$ 26,882	$ 71,521	$ -	$ -	$ -	$ 71,521	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RBM	Ongoing	$ 224,248	$ -	$ 224,248	$ -	$ -	$ -	$ 224,248	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RBM	Ongoing	$ -	$ 9,056	$ -	$ -	$ -	$ 9,056	$ 9,056	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		RBM	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RBM	Ongoing	$ 536,920	$ -	$ 536,920	$ -	$ -	$ -	$ 536,920	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		RBM	Ongoing	$ -	$ 260,886	$ 161,701	$ 99,185	$ -	$ -	$ 260,886	0.000%
3	3	Safety Training	All	No	LEA-wide		RBM	Ongoing	$ 6,577	$ 9,457	$ 16,034	$ -	$ -	$ -	$ 16,034	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		RBM	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RBM	Ongoing	$ 194,340	$ -	$ 194,340	$ -	$ -	$ -	$ 194,340	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RBM	Ongoing	$ -	$ 57,696	$ 57,696	$ -	$ -	$ -	$ 57,696	0.000%
4	3	Social Emotional Learning		Yes	LEA-wide	All	RBM	Ongoing	$ 168,635	$ -	$ -	$ 168,635	$ -	$ -	$ 168,635	0.000%
4	4	Care Corps	All	No	LEA-wide		RBM	Ongoing	$ 117,327	$ -	$ -	$ 117,327	$ -	$ -	$ 117,327	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RBM	Ongoing	$ 101,112	$ 7,500	$ 108,612	$ -	$ -	$ -	$ 108,612	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide		RBM	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide		RBM	Ongoing	$ 54,192	$ -	$ 54,192	$ -	$ -	$ -	$ 54,192	0.000%
5	4	Los Dichos	All	No	LEA-wide		RBM	Ongoing	$ 26,293	$ -	$ -	$ 26,293	$ -	$ -	$ 26,293	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide		RBM	Ongoing	$ 16,258	$ 500	$ 16,758	$ -	$ -	$ -	$ 16,758	0.000%
							0		$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,545,845	$ 1,901,816	34.293%	0.000%	34.293%	$ 1,935,288	0.000%	34.896%	**Total:**	$ 1,935,288
								LEA-wide Total:	$ 1,935,288
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RBM	$ 413,318	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RBM	$ 97,432	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RBM	$ 231,200	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RBM	$ 71,521	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RBM	$ 224,248	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RBM	$ 536,920	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RBM	$ 194,340	0.000%
4	2	Outdoor Education and Community Experi	Yes	LEA-wide	All	RBM	$ 57,696	0.000%
4	3	Social Emotional Learning	Yes	LEA-wide	All	RBM	$ -	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RBM	$ 108,612	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,268,218.52	$ 3,303,276.51

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	$ 570,941	$ 642,536
1	2	Special Education Supports	No	$ 425,171	$ 565,820
1	3	Services to Support Multilingual Students	No	$ 37,412	$ 50,716
1	4	Rocketship Reads	Yes	$ 101,497	$ 115,770
2	1	High quality, research-based curriculum	No	$ 40,481	$ 68,570
2	2	Professional Development	Yes	$ 253,672	$ 242,810
2	3	Data Driven Instructional Practices	Yes	$ 74,110	$ 79,745
2	4	Instructional Coaching	Yes	$ 214,026	$ 191,675
2	5	Teacher Credentialing	No	$ 36,986	$ 20,525
2	6	Culturally Responsive Pedagogy	No	$ -	$ -
3	1	Operations Staffing & Development	Yes	$ 465,438	$ 413,327
3	2	Facilities Maintenance	No	$ 288,124	$ 226,889
3	3	Safety Training	No	$ 13,668	$ 11,993
3	4	School-wide Operational Systems & Routines	No	$ -	$ -
4	1	Enrichment	Yes	$ 245,964	$ 164,698
4	2	Outdoor Education and Community Experiences	Yes	$ 60,178	$ 64,639
4	3	Social Emotional Learning	Yes	$ 137,849	$ 147,971
4	4	Care Corps	No	$ 78,791	$ 81,185
5	1	Family Engagement	Yes	$ 114,456	$ 114,499
5	2	Family Advocacy and Leadership	No	$ -	$ -
5	3	School-Family Partnership	No	$ 48,100	$ 50,256
5	4	Los Dichos	No	$ 18,527	$ 18,999
5	5	Attendance Initiatives	No	$ 42,828	$ 30,654
				$ -	$ -

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,768,485	$ 1,934,788	$ 1,809,612	$ 125,176	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	$ 405,448	$422,449	0.000%	0.000%
1	2	Special Education Supports	No	$ -	$ -	0.000%	0.000%
1	3	Services to Support Multilingual Students	No	$ -	$ -	0.000%	0.000%
1	4	Rocketship Reads	Yes	$ 101,497	$115,770	0.000%	0.000%
2	1	High quality, research-based curriculum	No	$ -	$ -	0.000%	0.000%
2	2	Professional Development	Yes	$ 253,672	$242,810	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	$ 74,110	$79,745	0.000%	0.000%
2	4	Instructional Coaching	Yes	$ 214,026	$191,675	0.000%	0.000%
2	5	Teacher Credentialing	No	$ -	$ -	0.000%	0.000%
2	6	Culturally Responsive Pedagogy	No	$ -	$ -	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	$ 465,438	$413,327	0.000%	0.000%
3	2	Facilities Maintenance	No	$ -	$ -	0.000%	0.000%
3	3	Safety Training	No	$ -	$ -	0.000%	0.000%
3	4	School-wide Operational Systems & Routines	No	$ -	$ -	0.000%	0.000%
4	1	Enrichment	Yes	$ 245,964	$164,698	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	$ 60,178	$64,639	0.000%	0.000%
4	3	Social Emotional Learning	Yes	$ -		0.000%	0.000%
4	4	Care Corps	No	$ -	$ -	0.000%	0.000%
5	1	Family Engagement	Yes	$ 114,456	$114,499	0.000%	0.000%
5	2	Family Advocacy and Leadership	No	$ -	$ -	0.000%	0.000%
5	3	School-Family Partnership	No	$ -	$ -	0.000%	0.000%
5	4	Los Dichos	No	$ -	$ -	0.000%	0.000%
5	5	Attendance Initiatives	No	$ -	$ -	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,139,902	$ 1,768,485	0.000%	34.407%	$ 1,809,612	0.000%	35.207%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

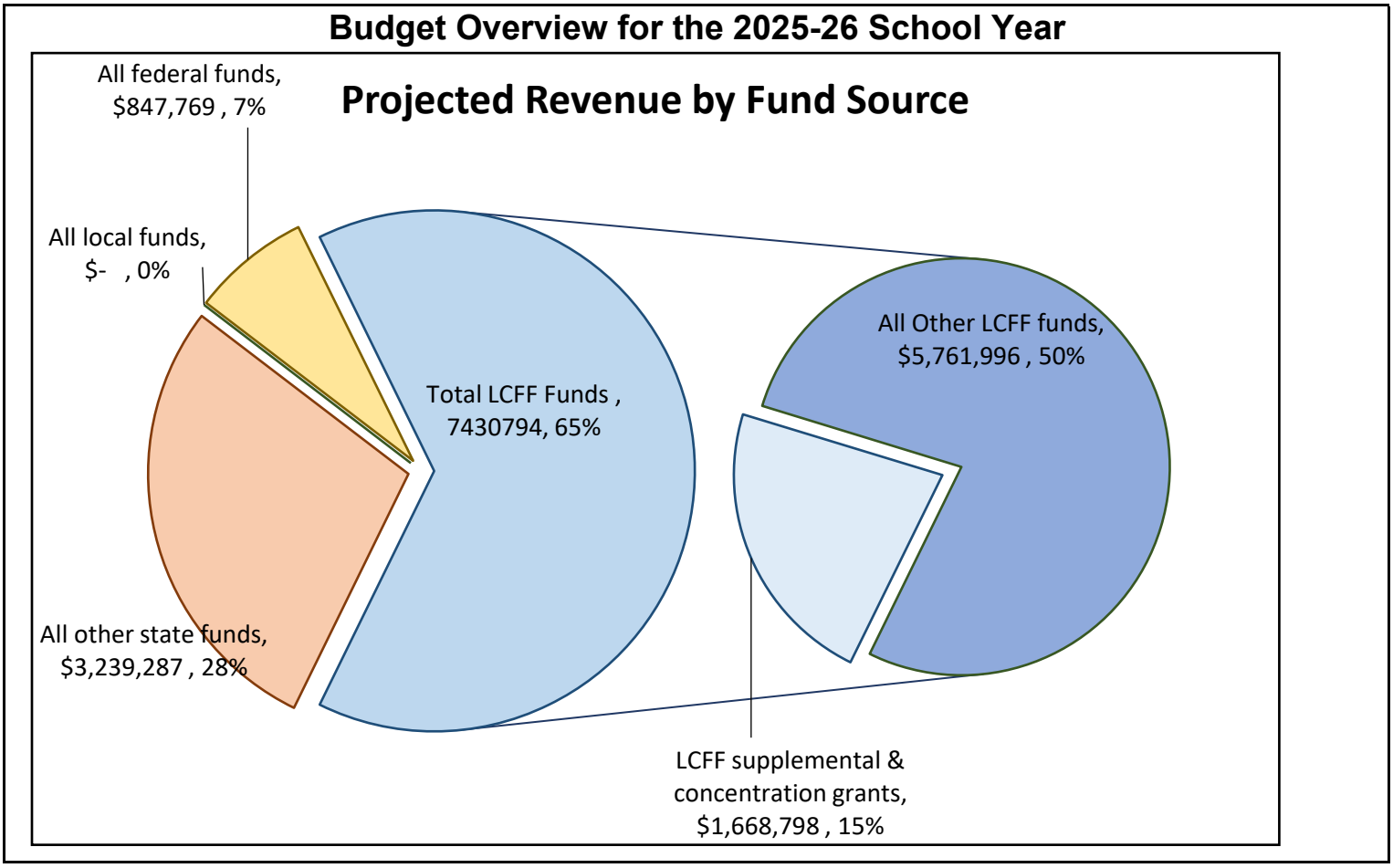
Local Educational Agency (LEA) Name: Rocketship Delta Prep

CDS Code: 07-61648-0137430

School Year: 2025-26

LEA contact information: Benjamin Carson501-258-7831bcarson@rsed.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

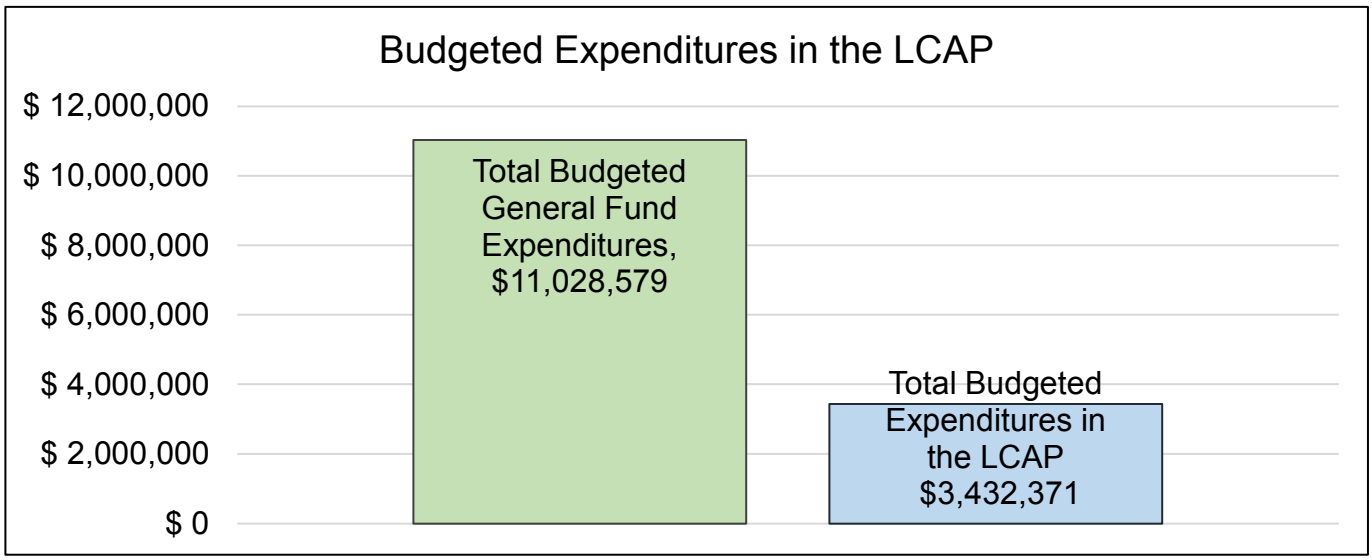


This chart shows the total general purpose revenue Rocketship Delta Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Delta Prep is $11,517,850.02, of which $7,430,794.00 is Local Control Funding Formula (LCFF), $3,239,287.03 is other state funds, $0.00 is local funds, and $847,768.99 is federal funds. Of the $7,430,794.00 in LCFF Funds, $1,668,798.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Delta Prep plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Delta Prep plans to spend $11,028,579.48 for the 2025-26 school year. Of that amount, $3,432,370.75 is tied to actions/services in the LCAP and $7,596,208.73 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

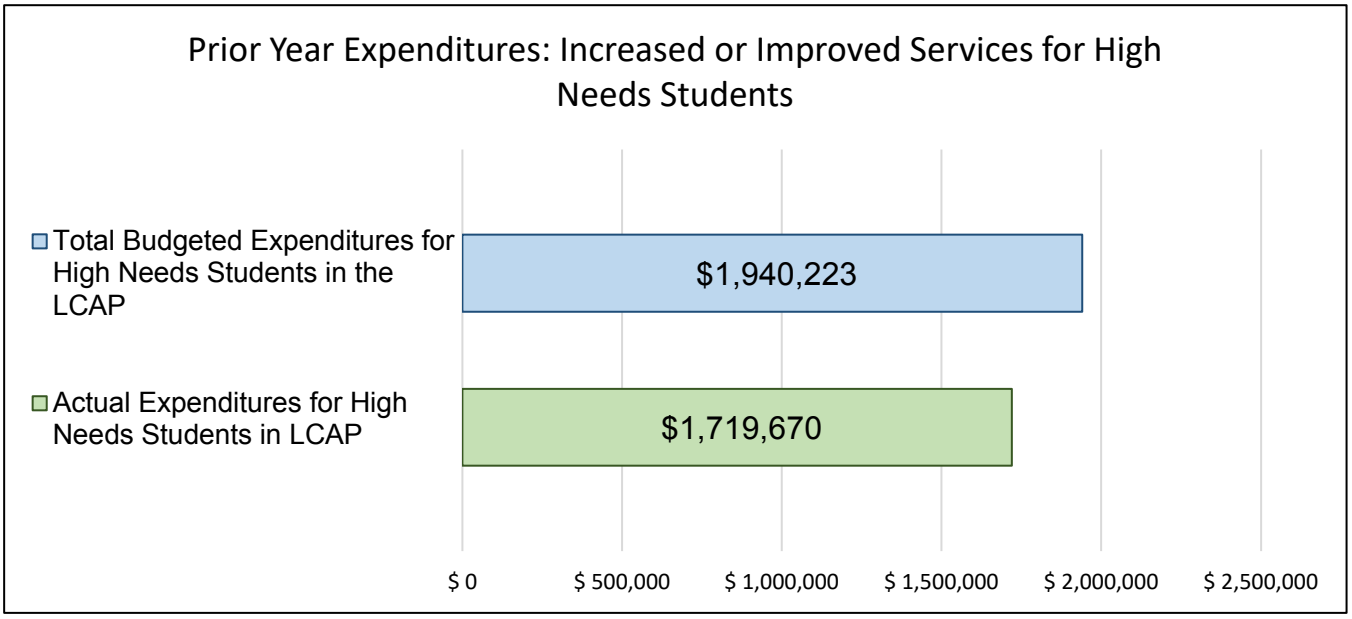
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications,insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Rocketship Delta Prep is projecting it will receive $1,668,798.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Delta Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Delta Prep plans to spend $1,811,429.39 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Rocketship Delta Prep budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Delta Prep estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Rocketship Delta Prep's LCAP budgeted $1,940,222.86 for planned actions to increase or improve services for high needs students. Rocketship Delta Prep actually spent $1,719,669.84 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $220,553.02 had the following impact on Rocketship Delta Prep's ability to increase or improve services for high needs students:

We received less than projected in supplemental/concentration funds ($1,581,534), and we spent $1,719,690,. The actions were implemented as planned.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Delta Prep	Nia Belvin, Principal	rdl@rsed.org; (925) 951-6800

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Delta Prep (RDL) opened in August 2018 in Antioch, CA; it is the 13th Rocketship school to open in the Bay Area. The campus served TK-4 students in its inaugural year and grew in 2019-2020 to serve TK-5. The school now serves 604 students in grades TK-5. Approximately 72.5% of the students are socioeconomically disadvantaged, 5.3% are homeless, 25.7% are English learners, 55.5% are Hispanic/Latinx and 36.8% are African American. Additionally, 7.1% of students qualify for special education services.

Rocketship Delta Prep operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Delta Prep's instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Delta Prep also operates under the principles that excellent teachers and leaders create transformational schools and engaged families are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities and Rocketship families are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At RDL this fifth core value is courage.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Delta Prep which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these

requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include families of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Family members, classified staff, certificated staff and an administrator will make up the council. The number of family members will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and family members also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Delta Prep based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

This school has no unexpended Learning Recovery Emergency Block Grant Funds.

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RDL has identified a success in Suspension Rate Overall (Blue, 0%). We will build on this success by implementing 4.3 Social Emotional Learning.

RDL has identified a need in Chronic Absenteeism Overall (Red, 48.9%) and for English Learners (Red, 54%), Socioeconomically Disadvantaged (Red, 50.5%), African American (Red, 47.5%), and Hispanic (Red, 48.6%) student groups). We will address this need by implementing required action 5.5 Attendance Initiatives.

RDL has identified a need in ELA for the African American student group (Red, -76). We will address this need by implementing required action 1.1 Personalized Learning.

2024 Dashboard Reflections

RDL has identified a success in English Learner Progress (Blue, 60.4%). We will build on this success by implementing action 1.3 Services to Support Multilingual Students.

We are pleased to note that we improved in all indicators except Suspension rate from 2023. We are working to achieve a similar movement in 2025.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Rocketship Delta Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Rocketship Delta Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Rocketship Delta Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for RDL based on the CA School Dashboard for 2024 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met regularly for LCAP consultation (10/3/24, 12/12/24, 4/24/25, 5/24/25, 5,29/25). Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings (12/17/24, 2/12/25, 5/5/25). Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. Our board meets quarterly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 28, 2025. The LCAP was adopted on June 11, 2025.
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings (9/17/24) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (9/4/24, 10/2/24, 11/6/24, 12/4/24, 1/8/25, 2/5/25, 3/5/25, 4/2/25, 5/7/25), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (3/4-3/21/2025).
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (November 18th - December 6th).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In 1.1 Personalized Learning, our teachers indicated they need more training on the Bridges curriculum. We will add training for the summer of 2025. In 1.3 Services to Support Multilingual Students, staff members observed the need to focus on integrated ELD strategies. We will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML

Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students. In 2.1 High Quality Research Based Curriculum, we heard from the feedback from our teachers' Brown Bag sessions that our teachers appreciate the resources and the refinements from 23-24 to 24-25, specifically the guided reading. They wanted to be able to better meet the needs of a broad range of students in their classrooms, and introducing these three approaches is meeting those needs. We therefore plan to continue this model in 25-26. We also utilized leader and teacher feedback from the curriculum pilot to inform the adoption of CK Integrated for grades 3-5, and CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place. In 2.2 Professional Development, we received feedback from teachers and leaders on the need for more differentiated p.d. to address teachers' levels of skill and experience. In response, we expanded our new teacher orientation. Our teachers also indicated that they appreciate the in-the-moment coaching and the overall consistency of coaching, supporting our continuing these practices. In 2.4 Instructional Coaching, across the region, the average teacher rating of coaching received was 8.2 out of 10. We therefore plan to maintain our current model of coaching. In 2.5 Teacher Credentialing, beginning in the 2024-25 school year, we launched a new program partnership with Reach University. Through this partnership, we offer a Preliminary Credential Program that provides staff with both an Early Completion option and a traditional two-year pathway to earning their Preliminary Credential. Additionally, we are collaborating with Reach University to support staff in earning their Bachelor's degree in Liberal Studies, equipping them with the necessary skills and meeting equivalency requirements for Basic Skills and Content Knowledge, further preparing them for a career in teaching. In Goal 4, we expanded our Care Corps (action 4.4) service offerings in response to feedback from families regarding their needs. In Goal 5, family feedback shows that families appreciate the accessibility of school leaders as well as the frequency and transparency of communication, supporting the effectiveness and continuation of Goal 5 actions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	2022-23 All Students: 35.0% English Learners: 20.0% Low Income: 33.2% Students with Disabilities: 5.0% Black or African American: 29.3% Hispanic/Latinx: 33.6%	2023-24 All Students: 35.3% English Learners: 13.4% Low Income: 34.1% Students with Disabilities: 5.6% Black or African American: 28.9% Hispanic/Latinx: 33.8%	[Insert outcome here]	40% Data Year: 2025-26	2023-24 All Students: +0.3 English Learners: -6.6 Low Income: +0.9 Students with Disabilities: +0.6 Black or African American: -0.4 Hispanic/Latinx: +0.2
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	2022-23 All Students: 24.1% English Learners: 22.7% Low Income: 24.2% Students with Disabilities: 15.0% Black or African American:20.0 % Hispanic/Latinx: 23.1%	2023-24 All Students: 26.2% English Learners: 10.5% Low Income: 22.7% Students with Disabilities: 5.6% Black or African American: 21.7% Hispanic/Latinx: 27.7%	[Insert outcome here]	31% Data Year: 2025-26	2023-24 All Students: +2.1 English Learners: -12.2 Low Income: -1.5 Students with Disabilities: -9.4 Black or African American: +1.7 Hispanic/Latinx: +4.6

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	2022-23 All Students: 14.5% English Learners: 13.0% Low Income: 12.5% Black or African American:12.5 % Hispanic/Latinx: 14.6%	2023-24 All Students: 20.5% English Learners: 0.0% Low Income: 17.7% Black or African American: 15.4% Hispanic/Latinx: 22.7%	[Insert outcome here]	26% Data Year: 2025-26	2023-24 All Students: +6.0 English Learners: -13.0 Low Income: +5.2 Black or African American: +2.9 Hispanic/Latinx: +8.1
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	.70 Years Data Year: 2023-24	1.14 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+.44 Data Year: 2024-25
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	.83 Years Data Year: 2023-24	1.25 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+.42 Data Year: 2024-25

1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	2022-23: 36% Data Source: CA Dashboard	2023-24: 60.4%		65% Data Year: 2025-26	+24.4 Data Year: 2023-24
1.7	EL Reclassification Rate Data Source SIS Demographics Data	1.9% Data Year 2023-24 (as of 3/29/24)	6.8% Data Year: 2024-25 (as of 4/4/25)		9% Data Year: 2026-27	+4.9 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned. Successes and Challenges: In 1.1 Personalized Learning, we adopted the notion that “everybody is an interventionist,” and we began using IXL for math. We also successfully implemented Tier II and utilized MTSS hubs to get the right intervention to all students. The CA team of our network also added a progress monitoring cycle across the entire region to ensure that progress is being captured for all our students. We successfully implemented a new Tier 2 math curriculum called Bridges. It was implemented in small groups within math classrooms. The small group instruction has helped promote growth in math and reading for all student groups. A challenge related to the Bridges curriculum was that although we did initial training, observations showed a need for more teacher training to implement the Bridges curriculum with full fidelity. We also piloted high dosage virtual tutoring through Ignite Reading. In In 1.2, our current schedule offers opportunities to maximize inclusion and also increases our ability to do co-teaching. A challenge in 1.2 is that we had some staffing needs and had to rely on contractors to fill gaps to meet student needs, making it harder both financially and relationally. 1.3 Services to Support Multilingual Students, we had numerous successes. Our students continued to receive daily DELD instruction that focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. Instructional coaches were able to support the teachers through the use of look fors that delineated the teacher actions necessary for strong instruction. We were able to successfully implement the Interim ELPAC IA to inform instruction to better meet the individual or group needs of

our students. Teachers were able to analyze domain specific data to identify the skills and knowledge students needed more practice on. Students also became more familiar with the testing platform and test structure that increased their confidence with taking the Summative ELPAC Assessment. Our schools also conducted ELAC Ambassador equity walks with new or returning representatives to continue the partnership with families of multilingual learners. Through this partnership, schools were able to find opportunities for families to support their students at home and increased family voice around the implementation of multilingual learner programs at their campuses. Finally, we have an Assistant Principal who primarily oversees this area and provides weekly coaching for designated ELD instruction to ensure we are meeting student needs. A challenge in 1.3 is helping families to understand how and why a student is considered multilingual and also how to support at home. In 1.4, a success is that students and teachers engage in reading daily. A challenge is that we are not always able to reserve time and space for casual everyday reading. We were less consistent this year in make sure that every student goes home with a book and getting to exchange those weekly.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.2 we spent more than budgeted ($291,709) due to increased need for special education contractors, in part due to open roles. Contractors are more expensive than hiring internal staff. In 1.3 we spent more than budgeted ($14,812)) because Rocketship hired additional ELL staff (multilingual support specialists) due to the need for additional support for ELL students. In 1.4 we spent less than budgeted (-$23,800) for Humanities teachers to support with reading. There were slightly fewer Humanities teachers hired than initially estimated in the budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we met/approached our target in Math (1.25 Years) and Reading (1.14 Years); CAASPP Science (21%), where we approached our target, and CAASPP ELA (35%) and Math (24%), where we met our overall target in ELA and approached our target in Math. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address.

The 1.3 Services to Support Multilingual Students action has been somewhat effective as well. In 2024, we had 60% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 6.8%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 1.1 Personalized Learning, we updated the action to include additional details on academic intervention curriculum and instruction. We updated 1.3 Services to Support Multilingual Students to include the focus for the coming year. We adjusted targets for some metrics in response to year one data: CAASPP ELA (40%->35%), Math (29%->31%), Science (20%->26%), ELPI (55%->65%), Reclassification (15% ->9%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Personalized Learning	RDL's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.	$779,042 ($150,801 Title I)	Yes

1.2	Special Education Supports	Although RDL runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.	$369,897	No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting to engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.	$59,591	No
1.4	Rocketship Reads	Rocketship Rocketship Delta Prep will implement a Rocketship campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.	$105,054	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned. In 2.1, we also rolled out three approaches to reading small group instruction for TK-5:1)foundational skills small group instruction, 2)applied decoding guided reading, and 3)novel studies guided reading. In 2.2, we also had a series of regional p.d. sessions where folks from multiple campuses came together and engaged in p.d. tailored to their content areas. Successes and Challenges: In 2.1 High Quality, Research Based Curriculum, we saw success in the mid-year NWEA Reading results, where across the network we had a 4% increase over the prior year of students moving into the upper third level (67th percentile and above). We saw the most growth in K and 3-5. A related challenge in 2.1 is that we are working on increasing growth for grades 1-2. We may refine our approaches to foundational skills and applied decoding guided reading. In 2.2 Professional Development, a success was that we expanded teacher orientation this year to two days from one day previously, based on teacher input. In 2.2, it has been a challenge to design network wide p.d. to meet the needs of the different schools, given the different curriculum we piloted. We are excited to move everyone to CKLA for next year. Differentiating across a range of teacher experience was also challenging. To address that, we are expanding new teacher orientation from two days to three. Another challenge has been in getting started more quickly on data analysis practices. We did a lot of culture focus in p.d. in the beginning of the year. In 2.4 Instructional Coaching, a success was that we elevated the resources we have for in the moment coaching around the vision for the different parts of the block and our approaches to in the moment coaching. We refined the "Core Block Look Fors" We launched regional module launches where teachers get together with others from their grade level to plan upcoming units. A challenge is that coaching sometimes gets impacted by student behavior/culture needs. In 2.5 Teacher Credentialing, a success is that offering staff additional study resources and PTO specifically for credentialing has enabled the region to prioritize testing requirements while ensuring dedicated time for staff to complete their program enrollment requirements. A challenge in 2.5 is that the state has recently introduced CSET exemptions, though only some of our staff qualify. These exemptions help alleviate testing pressures but are limited in availability. It has been a challenge with teachers struggling to pass the necessary credentialing tests and balancing the workload of their coursework and their teaching.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.1 we spent more than budgeted ($20,955) because Core curriculum expenses were higher than anticipated. In 2.2 we spent less than budgeted (-$31,841) because fewer staff members than budgeted resulted in slightly lower professional development expenses. In 2.4 we spent less than budgeted (-$47,491). Instructional coaching is primarily conducted by Assistant Principals. This school had fewer AP's on staff this year vs. budget, resulting in lower instructional coaching expenses

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined

with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2.1, we added information about curriculum adoptions for 25-26. In 2.2, we added information about our expanded new teacher orientation. In 2.3 Data Driven Instructional Practices, we updated the list of assessments to reflect current plans and expanded the description of our cycle of data analysis to provide more detail. In 2.5 Teacher Credentialing, we updated the action description to provide additional details on our efforts to support our teachers with credentialing.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RDL curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RDL operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RDL utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 25-26, we will be adopting CK Integrated for grades 3-5, CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place.	$40,000	No

2.2	Professional Development	Professional Development is a critical component of the RDL program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RDL hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RDL has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RDL will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.	$241,711	Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	$74,427	Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RDL teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.	$224,248	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests.We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. Rocketship will continue exploring additional credential program partnerships to better support our Education Specialist and PK3 Eligible staff. Our goal is to establish similar partnerships to the one we have with Reach, expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 25-26 school year.	$9,338	No
2.6	Culturally Responsive Pedagogy	RDL is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1 Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	77% Data Year: 2023-24	77% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	Maintained Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	64% Data Year: 2023-24	69% Data Year: 2024-25	[Insert outcome here]	85% Data Year: 2026-27	+5 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing and Development, we were largely successful in fully staffing for Operations roles–we had a mid-year vacancy in the Business Operations Manager position in late February and we anticipate filling this by end of April. Another facilities success was that we completely repainted our indoors. In 3.3 Safety Training, We have implemented additional controlled access on the front door of our campus. All entrants must be buzzed into the front entrance and then check in. We implemented a weekly safety walkthrough where BOM checks all security systems on campus to ensure they are working. We added an emergency survey which acts as a log for all safety incidents on campus. In 3.3 A challenge is that we need a consistent crosswalk and lights added on it for safety. We struggle with parking capacity, particularly during events.In 3.4 Schoolwide Operational Systems and Routines, Based on our mid-year walkthroughs, we have successfully met expectations for operations systems. Our network successfully tracked check-ins to ensure regular development of Operations Specialists. We conducted training for Operations Specialists on Excel, giving student directions, safety scenarios practice. Our families internalized our systems and know them well.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were somewhat effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were somewhat effective overall as evidenced by family and student survey results: % of students feel safe on campus: 77% and % of families feel campus is safe: 69%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations. We took steps this year to enhance safety and operations, and we hope to see growth in survey results next year. We also received positive feedback from families on our arrival and dismissal structures and our partnership with the city to minimize traffic and congestion at school

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.	$468,170	Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	$283,814	No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.	$16,329	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	81% Data Year: 2023-24	80% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	-1 Data Year: 2024-25
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	All Students: 0.6% Data Year: 2023-24 (as of 3/29/24)	All Students: 0.2% Data Year: 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	–0.4 Data Year: 2024-25
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	2023-24: 0% Data Year: (as of 3/29/24)	All Students: 0% Data Year: 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23	100% Data Year: 2023-24		100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned. Successes and Challenges: In 4.1, under a creative arts grant, we were able to offer a virtual learning curriculum, Hello World, for grades 3-5. We were also pleased to offer some campus clubs– Newspaper, and Girls on the Run. Also in 4.1 Enrichment, a success was that the majority of campuses have an Enrichment Center Coordinator (ECC) to support students' exposure and learning of science. Our Science ECCs have access and support in using high quality resources and facilitate student engagement in the work of scientists anchored in activities aligned to the 5 Es (engage, explore, explain, elaborate, and evaluate). A related challenge is both the total number of students our enrichment coordinators are working with each week (at least 200 across 2+ grades) and the limited number of minutes they have to support students. In 4.2 Outdoor Education and Community Experiences,we held successful science camp trips for grades 4 and 5, as measured by early planning and completion with minimal needs to reschedule and network wide average attendance of over 80% of students. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events. In 4.4, we feel that Care Corps is a shining star at RDL. We are really proud of our pop-up community closet where families can “thrift shop” monthly from shared resources from our community. Also in 4.4 Care Corps, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. Across our thirteen CA schools, over 550 Tier III families have been served thanks to their strong partnership. 5,500 Rocketeers have been screened for Vision, Hearing and/or Dental. Rocketship Parent University (RPU) has conducted over 70 parent workshops. Care Closet has served 470 families. A challenge experienced in 4.4 is that implementing SART / RARB requires more additional staff training and support so it is implemented with fidelity and consistency. That is something we are working to address.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 we spent less than budgeted ($63,241) because we had fewer enrichment center coordinators due to shifts in staffing. In 4.2 we spent more than budgeted ($17,836) because Science camp expenses were higher than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning and Care Corps actions were effective, as evidenced by % of student feel connected to the school community (As measured by student survey) (80%), by Suspension rate for all students and all significant subgroups (0.2%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 4.4 Care Corps, we updated the action description with additional details on our Care Corps support.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

4.1	Enrichment	Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.	$194,340	Yes
4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$59,492	Yes

4.3	Social Emotional Learning	At Rocketship Delta Prep we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Delta Prep core values: respect, responsibility, persistence, empathy, and courage. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community. In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.	$173,885	No

		Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: **Food Distribution:** We service 800 families every month across San Jose and East Bay. **Care Closet:** Free clothing families can access either at food distribution sites or on campus. Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). **Health Screenings:** We conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. We partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program	$120,979	No

		Tier II: Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3) Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of

5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	90.4% Data Year: 2023-24 (as of 3/29/24)	90.8% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	94% Data Year: 2026-27	+0.4 Data Year: 2024-25

5.2	Chronic Absenteeism rate for all students and all significant subgroups Data Source: SIS Attendance Reports	All Students: 36.8% English Learners: 35.0% Low Income: 38.1% Students with Disabilities: 24.5% Homeless: 40.6% Asian: 38.5% Black or African American: 37.7% Hispanic/Latinx:36.2% White: 41.2% Data Year: 2023-24 (as of 3/29/24)	All Students: 32.6% English Learners: 31.0% Low Income: 32.7% Students with Disabilities: 23.0% Homeless: 57.1% Asian: 14.3% Black or African American: 31.9% Hispanic/Latinx: 33.3% White: 36.4% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	All Students: 20% Data Year: 2026-27	-4.2 Data Year: 2024-25
5.3	% of parents are involved (% parents on track to complete participation hours) Data Source: Internal HelpCounter Data	67% Data Year 2023-24 (As of 5/3/24)	66% Data Year 2024-25 (as of 4/4/25)	[Insert outcome here]	71% Data Year 2026-27	-1 Data Year: 2024-25

5.4	% Home visits completed Data Source: Internal Data	78% Data Year 2023-24	93% Data Year 2024-25		95% Data Year 2026-27	+15 Data Year: 2024-25
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) Data Source: Annual Parent Survey	53% Data Year 2023-24	67% Data Year 2024-25		80% Data Year 2026-27	+14 Data Year: 2024-25
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) Data Source: Annual Parent Survey	70% Data Year: 2023-24	71% Data Year: 2024-25		90% Data Year 2026-27	+1 Data Year: 2024-25

5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parent Survey	97% Data Year: 2023-24	90% Data Year: 2024-25		90% Data Year 2026-27	-7 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1 Family Engagement, as part of the summer and beginning of the year, we execute the Day 0-30 plan which outlines key events and specific goals around home visits, orientation, attendance to name a few. The goal as a region for Homevisits was 50% before the first day of school and 90% by December. We were able to achieve 52% by day one of school and 94% by December. Our orientation goal was 90% of all families participating which was also exceeded by all of our schools. We firmly believe that implementing these core practices sets the foundation for a strong partnership and relationship building for families and staff. Families engaging at in person events is a challenge given the variety of families and households that we serve. A challenge in 5.2 is for our school leaders and staff to continue to diversify opportunities that can be tailored to families who may not have the flexibility to participate in person during the day or after school due to work or personal situations. Our Cafecitos attendance doubled in size this year. We attribute this increased engagement to the intentional efforts of leaders to be very present and more proactive in communications. We were also pleased to see families being vocal in getting other families on board. In 5.2 Family Advocacy and Leadership, we were pleased to have our network SSC presidents come together in Regional Advisory Boards--a blend of the SSC leaders and CLOC leaders to share testimony, leadership journey and path to advocacy with the national board of directors. This is an annual opportunity to meet the board, to share and ask questions. It also serves as a yearly pulse check for how we are doing in family advocacy. Our CLOC focused this year on advocating for renewal, engaging trustees on the renewal process, meeting with representatives, organizing at hearings, and leading voter registration drives. Our families in January this year engaged in immigration related topics. We also held an immigration forum on Zoom that featured local advocacy organizations to share resources and information on the topic of immigration. We had over 400 participants. After that event, many families expressed interest in doing more on this topic. We are now launching a Civic Engagement Advocacy Fellowship initiative, honing the skills of civic leadership for families, addressing the question of what does it take to become an influence in the community, a force for change. Then our participants can choose what direction to go with those new skills. In 5.3 School-Family Partnership, we were pleased to have all new to Rocketship Staff engage in professional development sessions around family engagement vision, home visit purpose and best practices, family teacher conferences, etc. This year we met our network goals around

family engagement metrics such as Homevisits by December 90%+ and Family -Teacher conferences. In 5.3 one challenge we have is around the amount of families who experience hardships that prevent them coming to school and being able to connect them with the appropriate resources. Our Care Corps coordinators do an incredible job already but the needs of our families continue to increase. To solve for this, our Care Corps teams focus on identifying new outside agencies to diversify supports for our families. In 5.5, we had 490 parent volunteers across the year at RDL! That is up from 290 last year. We feel this speaks to our strong family engagement. In 5.5 Los Dichos, another success was how the Los Dichos training equips families with public speaking skills and reading skills to better support their child at home and in the classroom (eg. Hold the book to the side so the children can see the pictures, pause when reading and make eye contact with the students, bring the book to life when reading, ask the students questions for comprehension and to make life connections). One challenge in 5.5 that we have is reaching a spread of 7 grade levels with just two lesson plans per month. The current breakdown is TK-G1 and G2-G5. Next year, we plan to move G2 down with the lower grades to support their understanding. In 5.6 Attendance Initiatives, a success is how our Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. 550 Tier III families have been served thanks to their strong partnership. In Chronic Absenteeism, we are celebrating student attendance weekly instead of monthly. A challenge in 5.6 is that connecting chronically absent families to long term housing and transportation options has been challenging. Some families do not want to take public transportation. At the network level, we need more training for staff so everyone implements best practices consistently across all schools. Also in attendance, we moved from monthly to weekly recognition and implemented weekly golden tickets for students which lead up to various incentives.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.5 we spent less than budgeted (-$16,657)due to fewer expenses identified compared to budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were somewhat effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (66%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (93%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (67%). 5.6 Attendance Initiatives was effective Average Daily Attendance (91%), by Chronic Absenteeism rate for all students and all significant subgroups (32.6% overall).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We updated the action description to provide more detail on our program to address chronic absenteeism. We adjusted the targets of some metrics in response to year one data: ADA (95%->94%), Chronic Absenteeism (10%->20%), Parent Involvement (75%->71%),

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We believe that families are their student's first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.	$113,992	Yes

		Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus. Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		

5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include: School Site Council (SSC) and English Learner Advisory Committee (ELAC): SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.	$0	No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the Care Corps program, schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$54,192	No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$27,112	No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program **Tier II:** Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3)	$16,758	No

		Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,668,798	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.962%	0%	$0	28.962%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2024 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that the EL group is at orange level for ELA and Math (ELA EL -62.7, Math EL -69.7) and the SED group is at yellow level for ELA and Math (ELA SED -44.7, Math SED-67.4). We had blue level performance in 2024 on the English Learner Progress Indicator, with 60.4% of students making progress towards English language proficiency. In 2024-25, our EL Reclassification rate was 6.8% as of 4/4/25. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

		the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	

3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2024, our Socioeconomically disadvantaged students had a 1.1% suspension rate and English Learners had a 0% suspension rate. 2025 survey results showed that 77% of students feel safe on campus and 81% of students feel a sense of connectedness at school. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2025 survey and internal data showed that 67% of parents were satisfied with their school, 66% of parents were involved in their school, 93% of families received home visits. In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Delta Prep is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RDL does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 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 %)
2025-26	$ 5,761,996	$ 1,668,798	28.962%	0.000%	28.962%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,109,873	$ 802,586	$ -	$ 519,912	$ 3,432,370.75	$ 2,647,750	$ 784,620

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	RDL	Ongoing	$ 694,445	$ 84,597	$ 329,995	$ -	$ -	$ 449,048	$ 779,042	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	RDL	Ongoing	$ 155,728	$ 214,169	$ -	$ 367,961	$ -	$ 1,935	$ 369,897	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	RDL	Ongoing	$ 39,857	$ 19,734	$ -	$ -	$ -	$ 59,591	$ 59,591	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RDL	Ongoing	$ 91,054	$ 14,000	$ 105,054	$ -	$ -	$ -	$ 105,054	0.000%
2	1	High quality, research-based curriculum	[Input student group(s)]	No	LEA-wide	[Input unduplicated student group(s)]	RDL	Ongoing	$ -	$ 40,000	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RDL	Ongoing	$ 227,704	$ 14,007	$ 241,711	$ -	$ -	$ -	$ 241,711	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RDL	Ongoing	$ 46,709	$ 27,718	$ 74,427	$ -	$ -	$ -	$ 74,427	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RDL	Ongoing	$ 224,248	$ -	$ 224,248	$ -	$ -	$ -	$ 224,248	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RDL	Ongoing	$ -	$ 9,338	$ -	$ -	$ -	$ 9,338	$ 9,338	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		RDL	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RDL	Ongoing	$ 468,170	$ -	$ 468,170	$ -	$ -	$ -	$ 468,170	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		RDL	Ongoing	$ -	$ 283,814	$ 171,165	$ 112,649	$ -	$ -	$ 283,814	0.000%
3	3	Safety Training	All	No	LEA-wide		RDL	Ongoing	$ 6,577	$ 9,751	$ 16,329	$ -	$ -	$ -	$ 16,329	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		RDL	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RDL	Ongoing	$ 194,340	$ -	$ 194,340	$ -	$ -	$ -	$ 194,340	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RDL	Ongoing	$ -	$ 59,492	$ 59,492	$ -	$ -	$ -	$ 59,492	0.000%
4	3	Social Emotional Learning		Yes	LEA-wide	All	RDL	Ongoing	$ 173,885	$ -	$ -	$ 173,885	$ -	$ -	$ 173,885	0.000%
4	4	Care Corps	All	No	LEA-wide		RDL	Ongoing	$ 120,979	$ -	$ -	$ 120,979	$ -	$ -	$ 120,979	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RDL	Ongoing	$ 106,492	$ 7,500	$ 113,992	$ -	$ -	$ -	$ 113,992	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide		RDL	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide		RDL	Ongoing	$ 54,192	$ -	$ 54,192	$ -	$ -	$ -	$ 54,192	0.000%
5	4	Los Dichos	All	No	LEA-wide		RDL	Ongoing	$ 27,112	$ -	$ -	$ 27,112	$ -	$ -	$ 27,112	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide		RDL	Ongoing	$ 16,258	$ 500	$ 16,758	$ -	$ -	$ -	$ 16,758	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,761,996	$ 1,668,798	28.962%	0.000%	28.962%	$ 1,811,429	0.000%	31.438%	**Total:**	$ 1,811,429
								LEA-wide Total:	$ 1,811,429
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RDL	$ 329,995	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RDL	$ 105,054	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RDL	$ 241,711	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RDL	$ 74,427	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RDL	$ 224,248	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RDL	$ 468,170	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RDL	$ 194,340	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	All	RDL	$ 59,492	0.000%
4	3	Social Emotional Learning	Yes	LEA-wide	All	RDL	$ -	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RDL	$ 113,992	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,870,261.99	$ 3,918,928.95

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	$ 914,434	$ 826,300
1	2	Special Education Supports	No	$ 592,740	$ 884,449
1	3	Services to Support Multilingual Students	No	$ 39,453	$ 54,265
1	4	Rocketship Reads	Yes	$ 104,838	$ 81,038
2	1	High quality, research-based curriculum	No	$ 40,423	$ 61,378
2	2	Professional Development	Yes	$ 254,008	$ 222,167
2	3	Data Driven Instructional Practices	Yes	$ 89,257	$ 82,517
2	4	Instructional Coaching	Yes	$ 319,352	$ 271,861
2	5	Teacher Credentialing	No	$ 51,283	$ 51,505
2	6	Culturally Responsive Pedagogy	No	$ -	$ -
3	1	Operations Staffing & Development	Yes	$ 426,577	$ 400,958
3	2	Facilities Maintenance	No	$ 298,802	$ 306,115
3	3	Safety Training	No	$ 15,579	$ 15,857
3	4	School-wide Operational Systems & Routines	No	$ -	$ -
4	1	Enrichment	Yes	$ 201,431	$ 138,190
4	2	Outdoor Education and Community Experiences	Yes	$ 51,920	$ 69,756
4	3	Social Emotional Learning	Yes	$ 168,910	$ 176,427
4	4	Care Corps	No	$ 78,791	$ 81,185
5	1	Family Engagement	Yes	$ 113,011	$ 104,246
5	2	Family Advocacy and Leadership	No	$ -	$ -
5	3	School-Family Partnership	No	$ 48,100	$ 45,545
5	4	Los Dichos	No	$ 18,527	$ 18,999
5	5	Attendance Initiatives	No	$ 42,828	$ 26,171

				$ -	$ -

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,581,534	$ 1,940,223	$ 1,719,670	$ 220,553	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	$ 379,830	$348,937	0.000%	0.000%
1	4	Rocketship Reads	Yes	$ 104,838	$81,038	0.000%	0.000%
2	2	Professional Development	Yes	$ 254,008	$222,167	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	$ 89,257	$82,517	0.000%	0.000%
2	4	Instructional Coaching	Yes	$ 319,352	$271,861	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	$ 426,577	$400,958	0.000%	0.000%
4	1	Enrichment	Yes	$ 201,431	$138,190	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	$ 51,920	$69,756	0.000%	0.000%
4	3	Social Emotional Learning	Yes	$ -		0.000%	0.000%
5	1	Family Engagement	Yes	$ 113,011	$104,246	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,320,473	$ 1,581,534	0.000%	29.725%	$ 1,719,670	0.000%	32.322%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

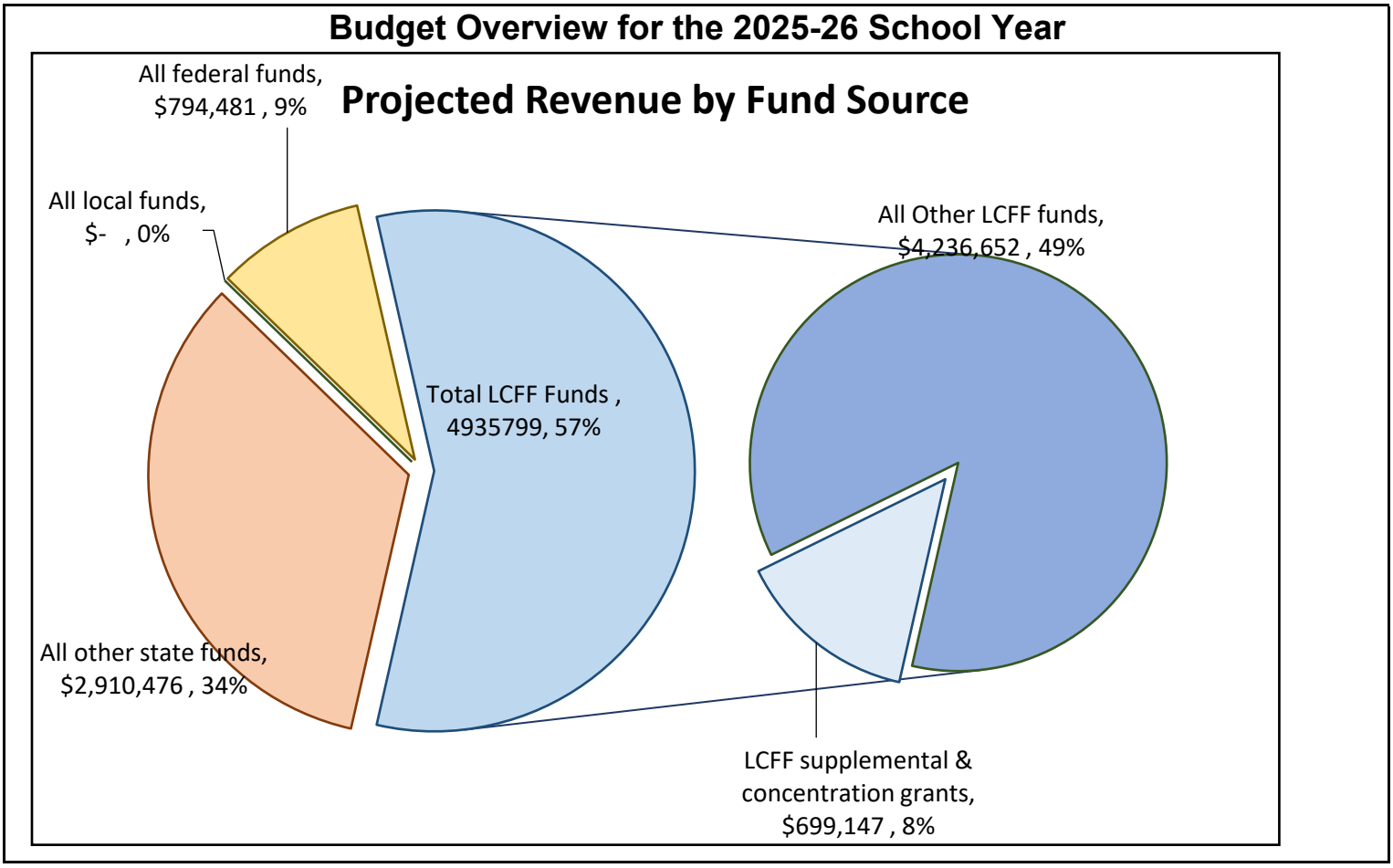
Local Educational Agency (LEA) Name: Rocketship Discovery Prep

CDS Code: 43-10439-0123281

School Year: 2025-26

LEA contact information: Benjamin Carson501-258-7831bcarson@rsed.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

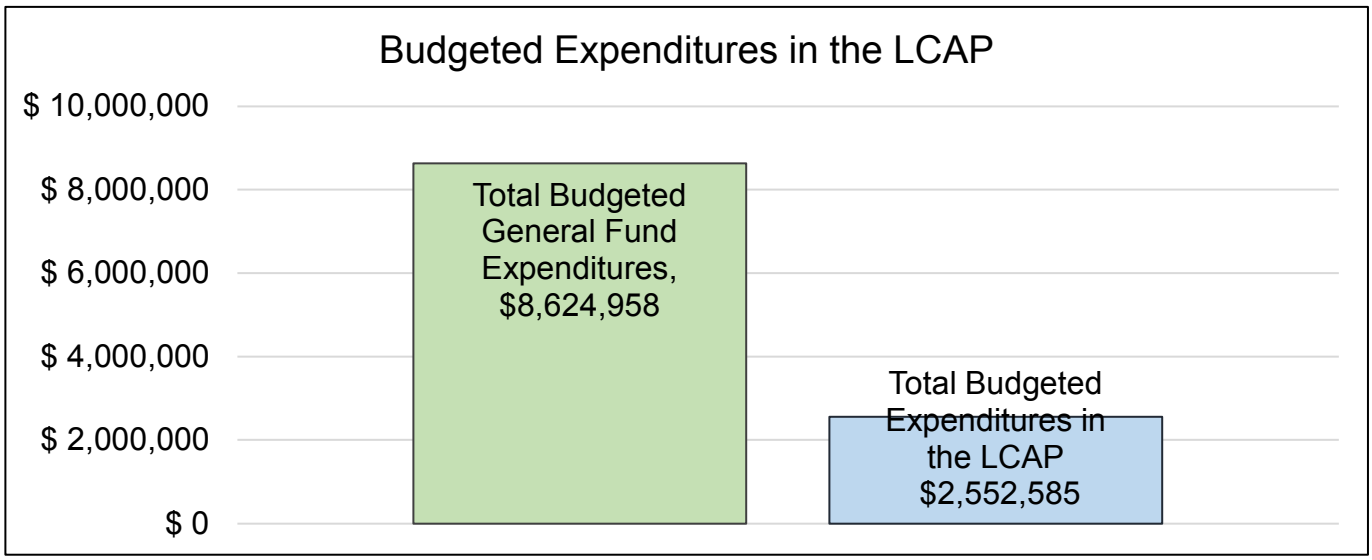


This chart shows the total general purpose revenue Rocketship Discovery Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Discovery Prep is $8,640,755.91, of which $4,935,799.00 is Local Control Funding Formula (LCFF), $2,910,476.13 is other state funds, $0.00 is local funds, and $794,480.78 is federal funds. Of the $4,935,799.00 in LCFF Funds, $699,147.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Discovery Prep plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Discovery Prep plans to spend $8,624,958.18 for the 2025-26 school year. Of that amount, $2,552,585.41 is tied to actions/services in the LCAP and $6,072,372.78 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

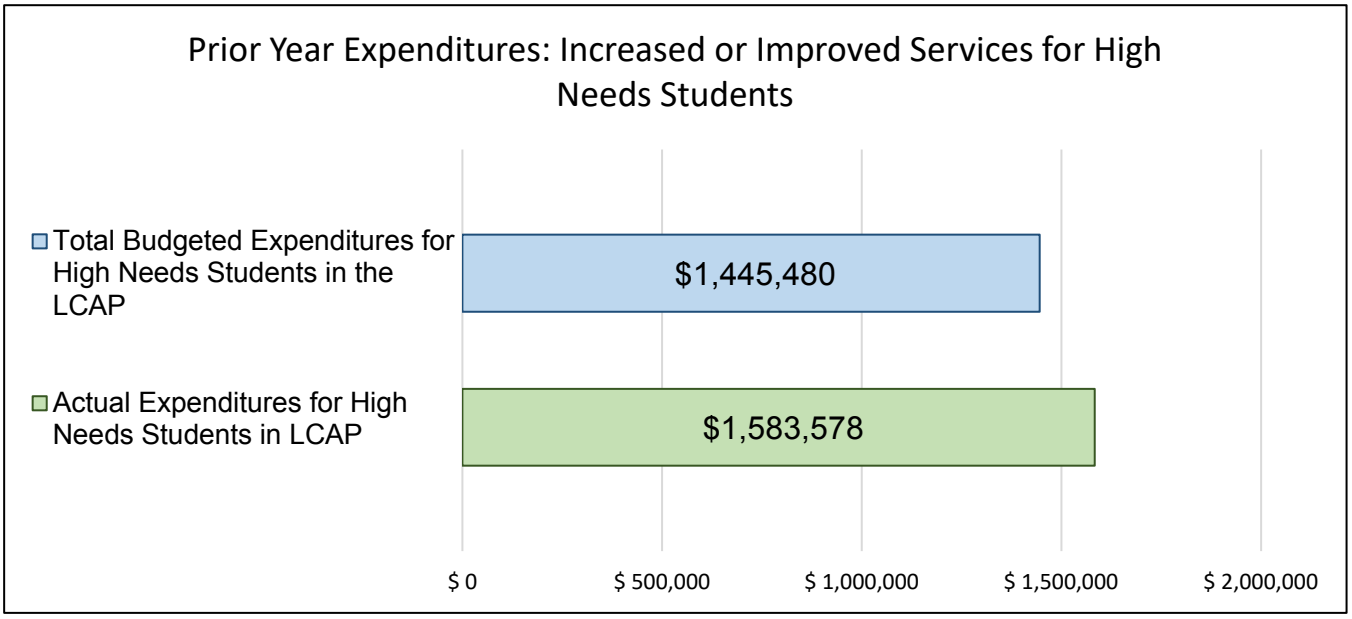
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications,insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Rocketship Discovery Prep is projecting it will receive $699,147.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Discovery Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Discovery Prep plans to spend $1,348,389.42 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Rocketship Discovery Prep budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Discovery Prep estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Rocketship Discovery Prep's LCAP budgeted $1,445,480.06 for planned actions to increase or improve services for high needs students. Rocketship Discovery Prep actually spent $1,583,577.87 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Discovery Prep	Ayesha Doster, Principal	discoveryprep@rsed.org; 408-217-8951

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Discovery Prep opened in August 2011, the fifth Rocketship campus to open in San Jose. The campus serves 401 TK-5 students. Approximately 71.1% of the students are socioeconomically disadvantaged, and 8% are homeless. Additionally, 59.6% are English learners, and 10.2% of students qualify for special education services. Approximately 84.5% of students identify as being Hispanic or Latino and 8.7% as Asian.

Rocketship Discovery Prep operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Discovery Prep's instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Discovery Prep also operates under the principles that excellent teachers and leaders create transformational schools and engaged families are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities and Rocketship families are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At RDP this fifth core value is creative expression. The RDP community believes that teaching students creative forms of expressing themselves can have a profound impact on students' social, emotional and academic development. As a result, the campus places emphasis on early exposure to visual art, musical foundations, and basic dance movements to help shape children's values, perspectives, and understandings of themselves and the diversity of varied expression in the world around them.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Discovery Prep which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Discovery Prep based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

This school has no unexpended Learning Recovery Emergency Block Grant Funds.

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RDP has identified a success in English Learner Progress (Green, 45%). We will build on this success by implementing action 1.3 Services to Support Multilingual Students.

RDP has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

2024 Dashboard Reflections

RDP has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Rocketship Discovery Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Rocketship Discovery Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Rocketship Discovery Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for RDP based on the CA School Dashboard for 2024 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 10/1/24, 2/11/25, 4/29/25, 5/20/25. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings (12/17/24, 2/12/25, 5/5/25). Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. Our board meets quarterly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 28, 2025. The LCAP was adopted on June 11, 2025.
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings (10/23/24) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (9/11/24, 10/9/24, 11/13/24, 1/21/25, 3/12/25, 4/16/25), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (3/4-3/21/2025).
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (November 18th - December 6th).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In 1.1 Personalized Learning, our teachers indicated they need more training on the Bridges curriculum. We will add training for the summer of 2025. In 1.3 Services to Support Multilingual Students, staff members observed the need to focus on integrated ELD strategies. We will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML

Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students. In 2.1 High Quality Research Based Curriculum, we heard from the feedback from our teachers' Brown Bag sessions that our teachers appreciate the resources and the refinements from 23-24 to 24-25, specifically the guided reading. They wanted to be able to better meet the needs of a broad range of students in their classrooms, and introducing these three approaches is meeting those needs. We therefore plan to continue this model in 25-26. We also utilized leader and teacher feedback from the curriculum pilot to inform the adoption of CK Integrated for grades 3-5, and CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place. In 2.2 Professional Development, we received feedback from teachers and leaders on the need for more differentiated p.d. to address teachers' levels of skill and experience. In response, we expanded our new teacher orientation. In 2.4 Instructional Coaching, across the region, the average teacher rating of coaching received was 8.2 out of 10. We therefore plan to maintain our current model of coaching. In 2.5 Teacher Credentialing, beginning in the 2024-25 school year, we launched a new program partnership with Reach University. Through this partnership, we offer a Preliminary Credential Program that provides staff with both an Early Completion option and a traditional two-year pathway to earning their Preliminary Credential. Additionally, we are collaborating with Reach University to support staff in earning their Bachelor's degree in Liberal Studies, equipping them with the necessary skills and meeting equivalency requirements for Basic Skills and Content Knowledge, further preparing them for a career in teaching. In Goal 4, we expanded our Care Corps (action 4.4) service offerings in response to feedback from families regarding their needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All students: 34.4% English Learners: 17.9% SED: 28.2% Students with Disabilities: 0.0% Asian: 70.4% Hispanic/Latinx: 27.3% Data Year: 2022-23	All students: 41.1% English Learners: 25.7% SED: 34.9% Students with Disabilities: 5.3% Asian: 65.0% Hispanic/Latinx: 37.7% Data Year: 2023-24	[Insert outcome here]	46% Data Year: 2025-26	All students: +6.7 English Learners: +7.8 SED: +6.7 Students with Disabilities: +5.3 Asian: -4.6 Hispanic/Latinx: +10.4 Data Year: 2023-24
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All students: 30.7% English Learners: 12.4% SED: 24.7% Students with Disabilities: 11.8% Asian: 70.4% Hispanic/Latinx: 23.2% Data Year: 2022-23	All students: 39.6% English Learners: 22.0% SED: 35.9% Students with Disabilities: 15.8% Asian: 80.0% Hispanic/Latinx: 34.7% Data Year: 2023-24	[Insert outcome here]	45% Data Year: 2025-26	All students: +8.9 English Learners: +9.6 SED: +10.2 Students with Disabilities: +4.0 Asian: +9.6 Hispanic/Latinx: +11.5 Data Year: 2023-24

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All students: 13.0% English Learners: 3.7% SED: 12.5% Hispanic/Latinx: 5.3% Data Year: 2022-23	All students: 25.0% English Learners: 11.8% SED: 22.0% Hispanic/Latinx: 23.9% Data Year: 2023-24	[Insert outcome here]	30% Data Year: 2025-26	All students: +12.0 English Learners: +8.1 SED: +9.5 Hispanic/Latinx: +18.6 Data Year: 2023-24
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	1.34 Years Data Year: 2023-24	1.41 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+0.7 2024-25
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.38 Years Data Year: 2023-24	1.54 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+0.16 2024-25
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	45% Data Year: 2022-23	46.3% Data Year: 2023-24		51% Data Year: 2025-26	+1.3 Data Year: 2023-24

1.7	EL Reclassification Rate Data Source: SIS Demographics	4.6% Data Year: 2023-24 (as of 3/29/24)	9.3% Data Year: 2024-25 (as of 4/4/25)		11% Data Year: 2026-27	+4.7 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned except, in 1.3 Services to Support Multilingual Students, our supports for newcomers increased by adding a new role, Multilingual Learner Specialists, that provided additional direct services to newcomer students. We are pleased to see that this is going well, and that students are enjoying the sessions. Multilingual Learner Specialists used a Newcomer curriculum to not only support with English language acquisition, but to also address the social emotional needs of students entering a new country and learning environment. Upper grade students received foundational skills instruction and practice to increase their reading skills. Specialists were also able to use students' home language (L1) to support learning the English language (L2) by providing instructions in the students home language and explicitly teaching any cross language connections. Successes and Challenges: In 1.1 Personalized Learning, we successfully implemented Tier II and utilized MTSS hubs to get the right intervention to all students. The CA team of our network also added a progress monitoring cycle across the entire region to ensure that progress is being captured for all our students. We successfully implemented a new Tier 2 math curriculum called Bridges. It was implemented in small groups within math classrooms. A challenge related to the Bridges curriculum was that although we did initial training, observations showed a need for more teacher training to implement the Bridges curriculum with full fidelity. In 1.3 Services to Support Multilingual Students, we had numerous successes. Our students continued to receive daily DELD instruction that focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. Instructional coaches were able to support the teachers through the use of look fors that delineated the teacher actions necessary for strong instruction. We were able to successfully implement the Interim ELPAC IA to inform instruction to better meet the individual or group needs of our students. Teachers were able to analyze domain specific data to identify the skills and knowledge students needed more practice on. Students also became more familiar with the testing platform and test structure that increased their confidence with taking the Summative ELPAC Assessment. Our schools also conducted ELAC Ambassador equity walks with new or returning representatives to continue the partnership with families of multilingual learners. Through this partnership, schools were able to find opportunities for families to support their students at home and increased family voice around the implementation of multilingual learner programs at their campuses. In 1.4 Rocketship Reads, a success is that we brought in a book vending machine, an innovation that has been successful at some of our network campuses. It adds another layer to our initiative through incentivized reading. Students can earn opportunities for new books by reading during lunch, earning core value tokens, demonstrating skills in the test prep unit during reading block, and during lunch spotlight. A challenge in 1.4 is making sure that students take home and bring back books, engaging parent support in the returning of books and logging reading, and for teachers finding the time to help students switch out their leveled books weekly.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.3 we spent more than budgeted ($5,486) because Rocketship hired additional ELL staff (multilingual support specialists) due to the need for additional support for ELL students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.5 Rocketship Reads actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we met our target in Math and Reading; CAASPP Science, where we met our target, and CAASPP ELA and Math, where we met our overall target in ELA and approached our target in Math. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address. We began implementing new curricula for reading and math in 2023-24.

The action 1.3 Services to Support Multilingual Students was somewhat effective. In 2024, we had 46% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 9.3%. Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer. In 1.4 we added our new book vending machine to the action description.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 1.1 Personalized Learning, we updated the action to include additional details on academic intervention curriculum and instruction. We updated 1.3 Services to Support Multilingual Students to include the focus for the coming year. We adjusted the targets for some metrics in response to year one data: CAASPP ELA (39%->46%), Math (36%->45%), Science (18%->30%), ELPI (55%->51%), Reclassification (15%->11%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RDP's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.	$607,827 ($138,226 Title I)	Yes

1.2	Special Education Supports	Although RDP runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.	$273,584	No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provided more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.	$51,503	No

1.4	Rocketship Reads	Rocketship Discovery Prep will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. At school, this will include working with our humanities teachers on modeling reading as an everyday activity and celebrating students. At home, this will include daily reading of a book of interest. We will continue to acknowledge and celebrate student achievement by awarding books to students through our book vending machine.	$60,666	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained 2023-24
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained 2023-24
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned. In 2.1, we also rolled out three approaches to reading small group instruction for TK-5:1)foundational skills small group instruction, 2)applied decoding guided reading, and 3)novel studies guided reading. In 2.2, we also had a series of regional p.d. sessions where folks from multiple campuses came together and engaged in p.d. tailored to their content areas. Successes and Challenges: In 2.1 High Quality, Research Based Curriculum, we saw success in the mid-year NWEA Reading results, where across the network we had a 4% increase over the prior year of students moving into the upper third level (67th percentile and above). We saw the most growth in K and 3-5. A related challenge in 2.1 is that we are working on increasing growth for grades 1-2. We may refine our approaches to foundational skills and applied decoding guided reading. In 2.2 Professional Development, a success was that we expanded teacher orientation this year to two days from one day previously, based on teacher input. In 2.2, it has been a challenge to design network wide p.d. to meet the needs of the different schools, given the different curriculum we piloted. We are excited to move everyone to CKLA for next year. Differentiating across a range of teacher experience was also challenging. To address that, we are expanding new teacher orientation from two days to three. In 2.4 Instructional Coaching, a success was that we elevated the resources we have for in the moment coaching around the vision for the different parts of the block and our approaches to in the moment coaching. We refined the "Core Block Look Fors" We launched regional module launches where teachers get together with others from their grade level to plan upcoming units. In 2.5 Teacher Credentialing, a success is that offering staff additional study resources and PTO specifically for credentialing has enabled the region to prioritize testing requirements while ensuring dedicated time for staff to complete their program enrollment requirements.We were also able to help fund their credentialing programs. A challenge in 2.5 is that the state has recently introduced CSET exemptions, though only some of our staff qualify. These exemptions help alleviate testing pressures but are limited in availability. Another challenge is that it was hard for our teachers to balance their daily work with the demands of their schooling.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.1 we spent more than budgeted ($34,176) because Core curriculum expenses were higher than anticipated. In 2.4 we spent more than budgeted ($83.646). Instructional coaching is primarily conducted by Assistant Principals. This school had more AP's on staff this year vs. budget, resulting in higher instructional coaching expenses.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2.1, we added information about curriculum adoptions for 25-26. In 2.2, we added information about our expanded new teacher orientation. In 2.3 Data Driven Instructional Practices, we updated the list of assessments to reflect current plans and expanded the description of our cycle of data analysis to provide more detail. In 2.5 Teacher Credentialing, we updated the action description to provide additional details on our efforts to support our teachers with credentialing.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RDP curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RDP operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RDP utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 25-26, we will be adopting CK Integrated for grades 3-5, CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place.	$34,209	No

2.2	Professional Development	Professional Development is a critical component of the RDP program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RDP hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RDP has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RDP will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.	$153,430	Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	$49,849	Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RDP teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.	$112,124	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests.We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. Rocketship will continue exploring additional credential program partnerships to better support our Education Specialist and PK3 Eligible staff. Our goal is to establish similar partnerships to the one we have with Reach, expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 25-26 school year.	$6,907	No
2.6	Culturally Responsive Pedagogy	RDP is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1 Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard iAuditor Internal Data	100% Data Year: 2022-23 Data Source:	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	76% Data Year: 2023-24	78% Data Year: 2023-24	[Insert outcome here]	75% Data Year: 2026-27	+2 78% Data Year: 2023-24
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	93% Data Year: 2023-24	93% Data Year: 2023-24	[Insert outcome here]	85% Data Year: 2026-27	Maintained 78% Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.2 Facilities Maintenance, we successfully completed a new coat on our parking lot and added more cameras to our security system. Another facilities success was that we completely repainted our indoors. In 3.3 Safety Training, We have implemented additional controlled access on the front door of our campus. All entrants must be buzzed into the front entrance and then check in. We implemented a weekly safety walkthrough where BOM checks all security systems on campus to ensure they are working. We added an emergency survey which acts as a log for all safety incidents on campus. In 3.3 a challenge was that we discovered that our security system was not working properly. We therefore changed out our security system for one that provides 24/7 monitoring. In 3.4 Schoolwide Operational Systems and Routines, Based on our mid-year walkthroughs, we have successfully met expectations for operations systems. Our network successfully tracked check-ins to ensure regular development of Operations Specialists. We conducted training for Operations Specialists on Excel, giving student directions, safety scenarios practice.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.3 we spent less than budgeted (-$1,320) because the cost of safety materials was lower than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 78% and % of families feel campus is safe: 93%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.	$439,570	Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	$190,146	No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.	$13,790	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	80% Data Year: 2023-24	84% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	+4% Data Year: 2024-25
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	All Students: 0% Data Year: 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	All Students: 0% Data Year: 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23	100% Data Year: 2023-24		100% Data Year: 2025-26	Maintained 100% Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned. Successes and Challenges: In 4.1 Enrichment, a success was that the majority of campuses have an Enrichment Center Coordinator (ECC) to support students' exposure and learning of science. Our Science ECCs have access and support in using high quality resources and facilitate student engagement in the work of scientists anchored in activities aligned to the 5 Es (engage, explore, explain, elaborate, and evaluate). A related challenge is both the total number of students our enrichment coordinators are working with each week (at least 200 across 2+ grades) and the limited number of minutes they have to support students. In 4.2 Outdoor Education and Community Experiences,we held successful science camp trips for grades 4 and 5, as measured by early planning and completion with minimal needs to reschedule and network wide average attendance of over 80% of students. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events. In 4.4 Care Corps, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. Across our thirteen CA schools, over 550 Tier III families have been served thanks to their strong partnership. 5,500 Rocketeers have been screened for Vision, Hearing and/or Dental. Rocketship Parent University (RPU) has conducted over 70 parent workshops. Care Closet has served 470 families. A challenge experienced in 4.4 is that implementing SART / RARB requires more additional staff training and support so it is implemented with fidelity and consistency. That is something we are working to address.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 we spent more than budgeted ($25,818) because of additional enrichment center coordinators hired due to shifts in staffing.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (84%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 90% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–90%).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 4.4 Care Corps, we updated the action description with additional details on our Care Corps support.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

4.1	Enrichment	Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.	$129,560	Yes
4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$44,002	Yes

4.3	Social Emotional Learning	At Rocketship Discovery Prep we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Discovery Prep core values: respect, responsibility, persistence, empathy, and creative expression. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community. In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.	$128,609	No

		Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: **Food Distribution:** We service 800 families every month across San Jose and East Bay. **Care Closet:** Free clothing families can access either at food distribution sites or on campus. Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). **Health Screenings:** We conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. We partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program	$89,479	No

		Tier II: Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3) Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of

5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	93.3% Data Year: 2023-24 (as of 3/29/24)	92.0% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	94% Data Year: 2026-27	-1.3 Data Year: 2024-25

5.2	Chronic Absenteeism rate for all students and all significant subgroups Data Source: SIS Attendance Reports	All Students: 20.3% English Learners: 19.5% Low Income: 20.3% Students with Disabilities: 20.0% Homeless: 51.4% Asian: 13.2% Black: 41.7% Hispanic/Latinx: 20.1% White: 28.6% Data Year: 2023-24 (as of 3/29/24)	All Students: 27.8% English Learners: 27.8% Low Income: 29.2% Students with Disabilities: 26.9% Homeless: 36.1% Asian: 12.5% Black: 35.0% Hispanic/Latinx: 29.2% White n<10 Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	All Students: 20% Data Year: 2026-27	+7.5 Data Year: 2024-25
5.3	% of parents are involved (% parents on track to complete participation hours) Data Source: Internal HelpCounter Data	89% Data Year 2023-24 (as of 5/3/24)	81% Data Year 2024-25 (as of 4/4/25)	[Insert outcome here]	86% Data Year 2026-27	-8 Data Year 2024-25

5.4	% Home visits completed	97% Data Year 2023-24 Data Source: Internal Data	100% Data Year 2024-25		95% Data Year 2026-27 Data Source: Internal Data	+3 Data Year 2024-25
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) Data Source: Annual Parent Survey	83% Data Year 2023-24	96% Data Year 2024-25		85% Data Year 2026-27	+13 Data Year 2024-25
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) Data Source: Annual Parent Survey	85% Data Year: 2023-24	90% Data Year: 2024-25		90% Data Year 2026-27	+5 Data Year: 2024-25

5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parent Survey	98% Data Year: 2023-24	90% Data Year: 2024-25		90% Data Year 2026-27	-8 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1 Family Engagement, as part of the summer and beginning of the year, we execute the Day 0-30 plan which outlines key events and specific goals around home visits, orientation, attendance to name a few. The goal as a region for Homevisits was 50% before the first day of school and 90% by December. We were able to achieve 52% by day one of school and 94% by December. Our orientation goal was 90% of all families participating which was also exceeded by all of our schools. We firmly believe that implementing these core practices sets the foundation for a strong partnership and relationship building for families and staff. Families engaging at in person events is a challenge given the variety of families and households that we serve. A challenge in 5.2 is for our school leaders and staff to continue to diversify opportunities that can be tailored to families who may not have the flexibility to participate in person during the day or after school due to work or personal situations. In 5.2 Family Advocacy and Leadership, we were pleased to have our network SSC presidents come together in Regional Advisory Boards--a blend of the SSC leaders and CLOC leaders to share testimony, leadership journey and path to advocacy with the national board of directors. This is an annual opportunity to meet the board, to share and ask questions. It also serves as a yearly pulse check for how we are doing in family advocacy. Our CLOC focused this year on advocating for renewal, engaging trustees on the renewal process, meeting with representatives, organizing at hearings, and leading voter registration drives. Our families in January this year engaged in immigration related topics. We also held an immigration forum on Zoom that featured local advocacy organizations to share resources and information on the topic of immigration. We had over 400 participants. After that event, many families expressed interest in doing more on this topic. We are now launching a Civic Engagement Advocacy Fellowship initiative, honing the skills of civic leadership for families, addressing the question of what does it take to become an influence in the community, a force for change. Then our participants can choose what direction to go with those new skills. In 5.3 School-Family Partnership, a we were pleased to have all new to Rocketship Staff engage in professional development sessions around family engagement vision, home visit purpose and best practices, family teacher conferences, etc. This year we met our network goals around family engagement metrics such as Homevisits by December 90%+ and Family -Teacher conferences. In 5.3 one challenge we have is around the amount of families who experience hardships that prevent them coming to school and being able to connect them with the

appropriate resources. Our Care Corps coordinators do an incredible job already but the needs of our families continue to increase. To solve for this, our Care Corps teams focus on identifying new outside agencies to diversify supports for our families. In 5.5 Los Dichos, a success was how the Los Dichos training equips families with public speaking skills and reading skills to better support their child at home and in the classroom (eg. Hold the book to the side so the children can see the pictures, pause when reading and make eye contact with the students, bring the book to life when reading, ask the students questions for comprehension and to make life connections). One challenge in 5.5 that we have is reaching a spread of 7 grade levels with just two lesson plans per month. The current breakdown is TK-G1 and G2-G5. Next year, we plan to move G2 down with the lower grades to support their understanding. In 5.6 Attendance Initiatives, a success is how our Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. 550 Tier III families have been served thanks to their strong partnership. A challenge in 5.6 is that connecting chronically absent families to long term housing and transportation options has been challenging. Some families do not want to take public transportation. At the network level, we need more training for staff so everyone implements best practices consistently across all schools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.5 we spent less than budgeted (-$15,358) due to fewer expenses identified compared to budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (81%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (100%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (96%). 5.6 Attendance Initiatives was effective Average Daily Attendance (92%), by Chronic Absenteeism rate for all students and all significant subgroups (28% overall).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We updated the action description to provide more detail on our program to address chronic absenteeism. We adjusted the targets in some metrics in response to year one data: ADA (95%->94%), Chronic Absenteeism (10%->20%), Parent Involvement (90%->86%), Parent Connectedness (85%->90%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We believe that families are their student's first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.	$76,329	Yes

		Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus. Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		

5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include: School Site Council (SSC) and English Learner Advisory Committee (ELAC): SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.	$0	No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the Care Corps program, schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$54,192	No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$20,053	No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program **Tier II:** Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3)	$16,758	No

		Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$699,147	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
16.502%	0%	$0	16.502%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2024 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at yellow level for ELA (EL -46.7, SED -40.4) and orange in Math (EL -45.1, SED -43.8). We had yellow level performance in 2024 on the English Learner Progress Indicator, with 46.3% of students making progress towards English language proficiency. In 2024-25, our EL Reclassification rate was 9.3% as of 4/4/25. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above).	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

		However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	
3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2024, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2025 survey results showed that 78% of students feel safe on campus and 84% of students feel a sense of connectedness at school. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2025 survey and internal data showed that 96% of parents were satisfied with their school, 81% of parents were involved in their school, 100% of families received home visits. In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 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 %)
2025-26	$ 4,236,652	$ 699,147	16.502%	0.000%	16.502%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,582,590	$ 585,186	$ -	$ 384,809	$ 2,552,585.41	$ 1,965,810	$ 586,776

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	RDP	ongoing	$ 533,816	$ 74,011	$ 282,859	$ -	$ -	$ 324,968	$ 607,827	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	RDP	ongoing	$ 115,180	$ 158,404	$ -	$ 272,153	$ -	$ 1,431	$ 273,584	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	RDP	ongoing	$ 29,479	$ 22,024	$ -	$ -	$ -	$ 51,503	$ 51,503	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RDP	ongoing	$ 49,666	$ 11,000	$ 60,666	$ -	$ -	$ -	$ 60,666	0.000%
2	1	High quality, research-based curriculum	All	No	LEA-wide	[Input unduplicated student group(s)]	RDP	ongoing	$ -	$ 34,209	$ 34,209	$ -	$ -	$ -	$ 34,209	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RDP	ongoing	$ 143,071	$ 10,360	$ 153,430	$ -	$ -	$ -	$ 153,430	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RDP	ongoing	$ 29,348	$ 20,501	$ 49,849	$ -	$ -	$ -	$ 49,849	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RDP	ongoing	$ 112,124	$ -	$ 112,124	$ -	$ -	$ -	$ 112,124	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RDP	ongoing	$ -	$ 6,907	$ -	$ -	$ -	$ 6,907	$ 6,907	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		RDP	ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RDP	ongoing	$ 439,570	$ -	$ 439,570	$ -	$ -	$ -	$ 439,570	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		RDP	ongoing	$ -	$ 190,146	$ 115,253	$ 74,893	$ -	$ -	$ 190,146	0.000%
3	3	Safety Training	All	No	LEA-wide		RDP	ongoing	$ 6,577	$ 7,212	$ 13,790	$ -	$ -	$ -	$ 13,790	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		RDP	ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RDP	ongoing	$ 129,560	$ -	$ 129,560	$ -	$ -	$ -	$ 129,560	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RDP	ongoing	$ -	$ 44,002	$ 44,002	$ -	$ -	$ -	$ 44,002	0.000%
4	3	Social Emotional Learning		Yes	LEA-wide	All	RDP	ongoing	$ 128,609	$ -	$ -	$ 128,609	$ -	$ -	$ 128,609	0.000%
4	4	Care Corps	All	No	LEA-wide		RDP	ongoing	$ 89,479	$ -	$ -	$ 89,479	$ -	$ -	$ 89,479	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RDP	ongoing	$ 68,829	$ 7,500	$ 76,329	$ -	$ -	$ -	$ 76,329	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide		RDP	ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide		RDP	ongoing	$ 54,192	$ -	$ 54,192	$ -	$ -	$ -	$ 54,192	0.000%
5	4	Los Dichos	All	No	LEA-wide		RDP	ongoing	$ 20,053	$ -	$ -	$ 20,053	$ -	$ -	$ 20,053	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide		RDP	ongoing	$ 16,258	$ 500	$ 16,758	$ -	$ -	$ -	$ 16,758	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,236,652	$ 699,147	16.502%	0.000%	16.502%	$ 1,348,389	0.000%	31.827%	**Total:**	$ 1,348,389
								LEA-wide Total:	$ 1,348,389
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RDP	$ 282,859	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RDP	$ 60,666	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RDP	$ 153,430	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RDP	$ 49,849	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RDP	$ 112,124	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RDP	$ 439,570	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RDP	$ 129,560	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	All	RDP	$ 44,002	0.000%
4	3	Social Emotional Learning	Yes	LEA-wide	All	RDP	$ -	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RDP	$ 76,329	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,730,713.16	$ 2,838,676.32

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	$ 540,193	$ 526,904
1	2	Special Education Supports	No	$ 441,528	$ 413,859
1	3	Services to Support Multilingual Students	No	$ 34,577	$ 40,063
1	4	Rocketship Reads	Yes	$ 77,928	$ 74,315
2	1	High quality, research-based curriculum	No	$ 44,574	$ 78,750
2	2	Professional Development	Yes	$ 187,374	$ 199,260
2	3	Data Driven Instructional Practices	Yes	$ 64,910	$ 60,411
2	4	Instructional Coaching	Yes	$ 208,884	$ 292,530
2	5	Teacher Credentialing	No	$ 20,094	$ 20,488
2	6	Culturally Responsive Pedagogy	No	$ -	$ -
3	1	Operations Staffing & Development	Yes	$ 337,101	$ 348,801
3	2	Facilities Maintenance	No	$ 195,688	$ 190,817
3	3	Safety Training	No	$ 11,805	$ 10,485
3	4	School-wide Operational Systems & Routines	No	$ -	$ -
4	1	Enrichment	Yes	$ 121,968	$ 147,786
4	2	Outdoor Education and Community Experiences	Yes	$ 58,090	$ 58,391
4	3	Social Emotional Learning	Yes	$ 116,057	$ 121,222
4	4	Care Corps	No	$ 78,791	$ 81,185
5	1	Family Engagement	Yes	$ 83,515	$ 84,259
5	2	Family Advocacy and Leadership	No	$ -	$ -
5	3	School-Family Partnership	No	$ 47,133	$ 43,532
5	4	Los Dichos	No	$ 18,527	$ 18,999
5	5	Attendance Initiatives	No	$ 41,977	$ 26,619

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 683,281	$ 1,445,480	$ 1,583,578	$ (138,098)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	$ 305,710	$317,827	0.000%	0.000%
1	4	Rocketship Reads	Yes	$ 77,928	$74,315	0.000%	0.000%
2	2	Professional Development	Yes	$ 187,374	$199,260	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	$ 64,910	$60,411	0.000%	0.000%
2	4	Instructional Coaching	Yes	$ 208,884	$292,530	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	$ 337,101	$348,801	0.000%	0.000%
4	1	Enrichment	Yes	$ 121,968	$147,786	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	$ 58,090	$58,391	0.000%	0.000%
4	3	Social Emotional Learning	Yes	$ -		0.000%	0.000%
5	1	Family Engagement	Yes	$ 83,515	$84,259	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,083,823	$ 683,281	0.000%	16.731%	$ 1,583,578	0.000%	38.777%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

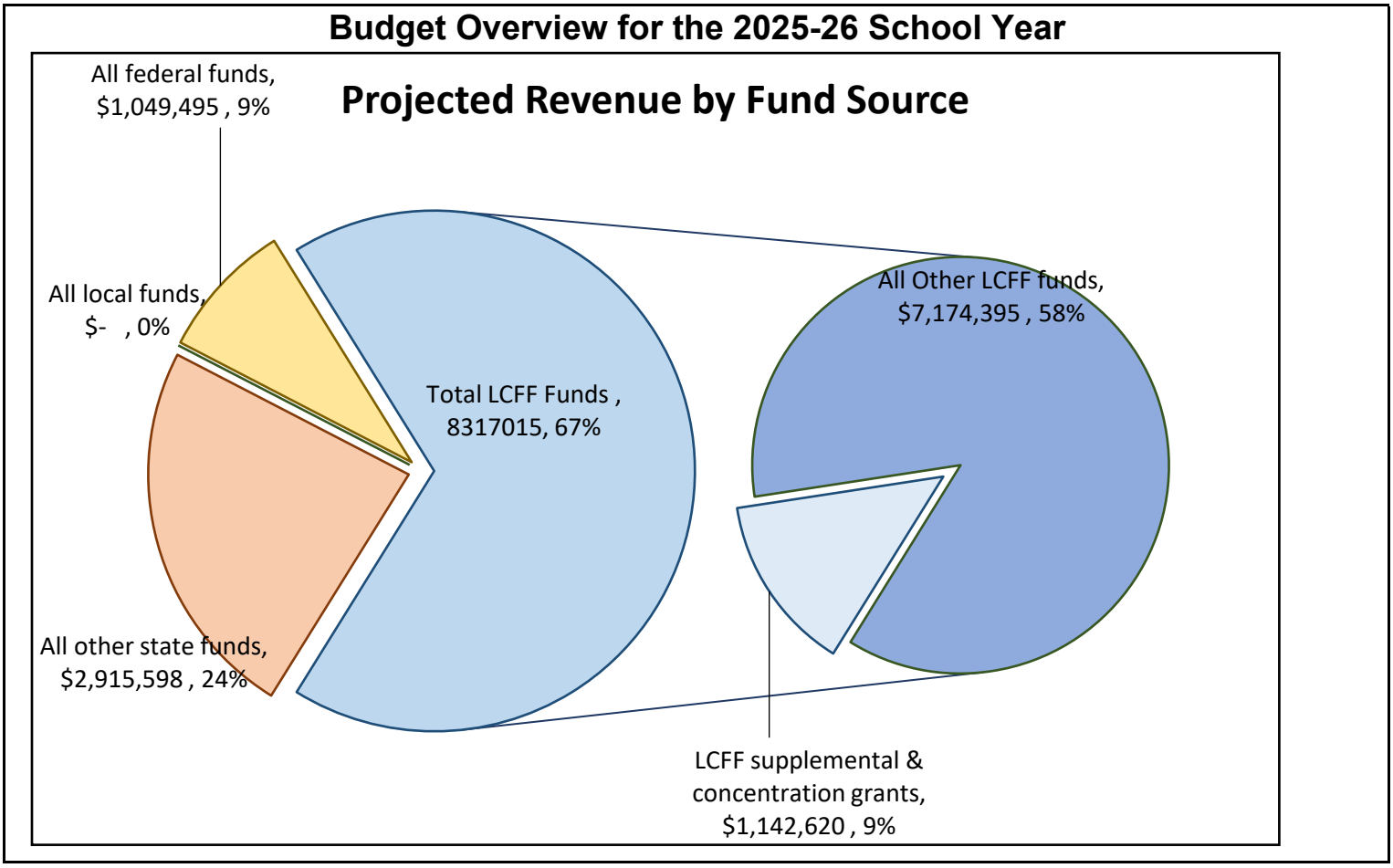
Local Educational Agency (LEA) Name: Rocketship Futuro Academy

CDS Code: 07-77024-0134072

School Year: 2025-26

LEA contact information: Benjamin Carson501-258-7831bcarson@rsed.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

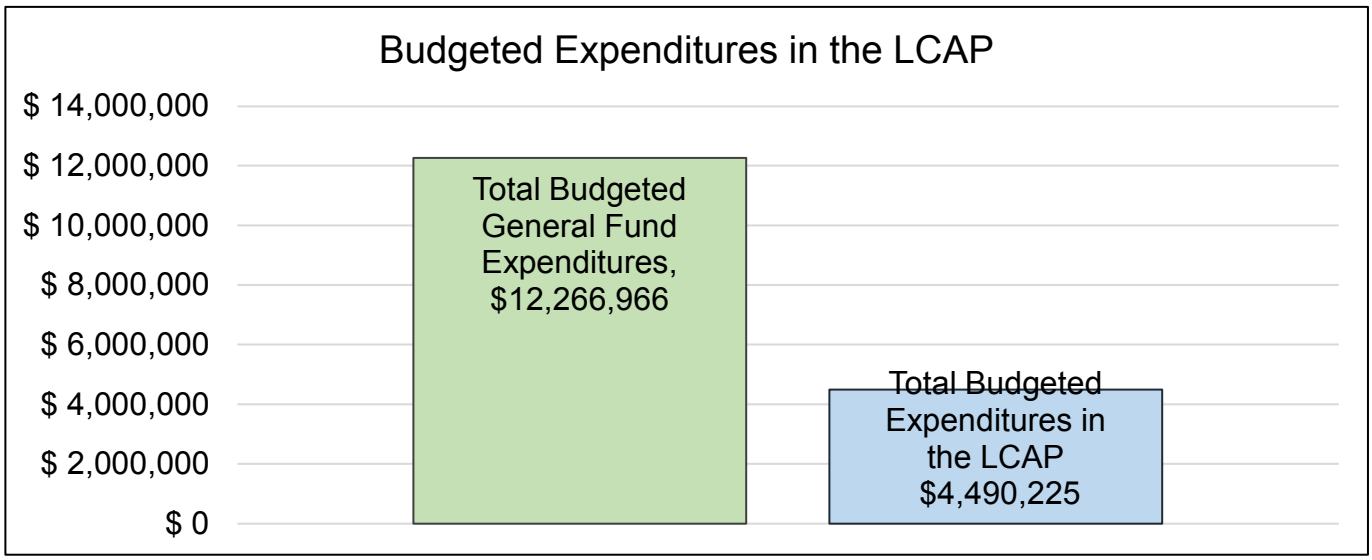


This chart shows the total general purpose revenue Rocketship Futuro Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Futuro Academy is $12,282,107.38, of which $8,317,015.00 is Local Control Funding Formula (LCFF), $2,915,597.57 is other state funds, $0.00 is local funds, and $1,049,494.81 is federal funds. Of the $8,317,015.00 in LCFF Funds, $1,142,620.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Futuro Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Futuro Academy plans to spend $12,266,966.12 for the 2025-26 school year. Of that amount, $4,490,225.17 is tied to actions/services in the LCAP and $7,776,740.95 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

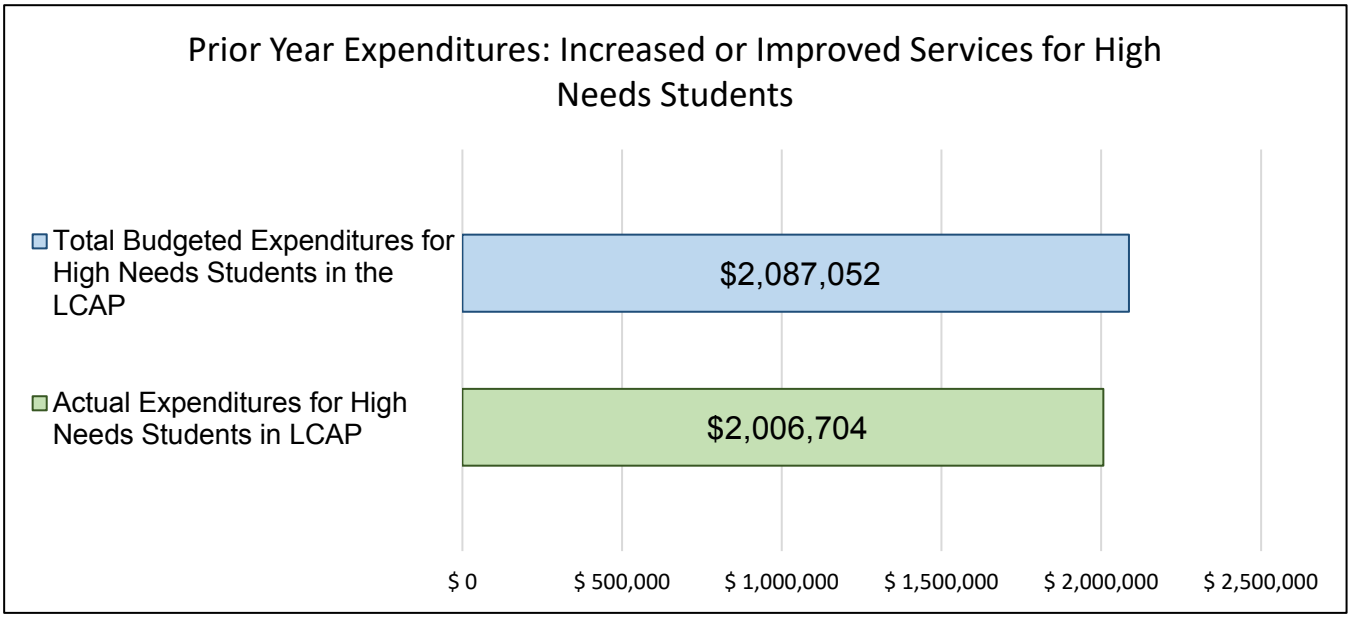
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications,insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Rocketship Futuro Academy is projecting it will receive $1,142,620.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Futuro Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Futuro Academy plans to spend $2,552,443.17 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Rocketship Futuro Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Futuro Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Rocketship Futuro Academy's LCAP budgeted $2,087,051.53 for planned actions to increase or improve services for high needs students. Rocketship Futuro Academy actually spent $2,006,704.39 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $80,347.14 had the following impact on Rocketship Futuro Academy's ability to increase or improve services for high needs students:

We received less than projected in supplemental/concentration funds ($1,100,624), and we spent $2,006,704. The actions were implemented as planned.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Futuro Academy	Joelle Daguilh, Principal	info_rfa@rsed.org; 925-246-5537

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Futuro Academy opened in August 2016 in Concord as a K-2 grade campus, the first East Bay Rocketship campus and the 12th Bay Area Rocketship campus. The school has now expanded to serve 654 students in grades TK-5. Approximately 72% of the students are socioeconomically disadvantaged, 52.8% are English learners, 7% are Homeless Youth, and 80% are Hispanic/Latinx, 5.7% are African American and 5.8% Asian. Additionally, 9.3% of students qualify for special education services.

Rocketship Futuro Academy operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Futuro Academy's instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Futuro Academy also operates under the principles that excellent teachers and leaders create transformational schools and engaged families are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities and Rocketship families are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At Rocketship Futuro this fifth core value is purpose.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Futuro Academy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these

requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Futuro based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

This school has no unexpended Learning Recovery Emergency Block Grant Funds.

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RFA has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing 4.3 Social Emotional Learning.

RFA has identified a need in Math for Students with Disabilities (Red, -98.3). We will address this need by implementing Required Action 1.3 Special Education Supports and 1.1 Personalized Learning.

2024 Dashboard Reflections

RFA has identified a success in Mathematics (Green, -7.4). We will build on this success by implementing action 1.1 Personalized Learning.

RFA has identified a success in English Learner Progress (Blue, 60.7%). We will build on this success by implementing action 1.3 Services to Support Multilingual Students.

RFA has identified a success in Suspension Rate (Blue, 0%). We plan to continue this success by implementing 4.3 Social Emotional Learning.

RFA has identified a need in English Language Arts for the Students with Disabilities student group (Red, -101.3). We will address this need by implementing 1.2 Special Education Supports and 1.1 Personalized Learning.

RFA has identified a need in Chronic Absenteeism for the African American student group (Red, 21.6%). We will address this need by implementing 5.5 Attendance Initiatives and 4.4 Care Corps.

RFA has identified a need in Chronic Absenteeism for the Asian student group (Red, 23.1%). We will address this need by implementing 5.5 Attendance Initiatives and 4.4 Care Corps.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Rocketship Futuro Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Rocketship Futuro Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Rocketship Futuro Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for RFA based on the CA School Dashboard for 2024 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 11/18/24, 1/28/25, 4/21/25, May TBD. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings (12/17/24, 2/12/25, 5/5/25). Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. Our board meets quarterly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 28, 2025. The LCAP was adopted on June 11, 2025.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (9/3/24, 10/8/24, 11/19/24, 1/14/25, 2/5/25, 3/11/25, May - TBD), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (3/4-3/21/2025).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings (11/13/24) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (November 18th - December 6th).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In 1.1 Personalized Learning, our teachers indicated they need more training on the Bridges curriculum. We will add training for the summer of 2025. In 1.3 Services to Support Multilingual Students, staff members observed the need to focus on integrated ELD strategies. We will

provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students. In 2.1 High Quality Research Based Curriculum, we heard from the feedback from our teachers' Brown Bag sessions that our teachers appreciate the resources and the refinements from 23-24 to 24-25, specifically the guided reading. They wanted to be able to better meet the needs of a broad range of students in their classrooms, and introducing these three approaches is meeting those needs. We therefore plan to continue this model in 25-26. We also utilized leader and teacher feedback from the curriculum pilot to inform the adoption of CK Integrated for grades 3-5, and CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place. In 2.2 Professional Development, we received feedback from teachers and leaders on the need for more differentiated p.d. to address teachers' levels of skill and experience. In response, we expanded our new teacher orientation. In 2.4 Instructional Coaching, across the region, the average teacher rating of coaching received was 8.2 out of 10. We therefore plan to maintain our current model of coaching. In 2.5 Teacher Credentialing, beginning in the 2024-25 school year, we launched a new program partnership with Reach University. Through this partnership, we offer a Preliminary Credential Program that provides staff with both an Early Completion option and a traditional two-year pathway to earning their Preliminary Credential. Additionally, we are collaborating with Reach University to support staff in earning their Bachelor's degree in Liberal Studies, equipping them with the necessary skills and meeting equivalency requirements for Basic Skills and Content Knowledge, further preparing them for a career in teaching. In Goal 4, we expanded our Care Corps (action 4.4) service offerings in response to feedback from families regarding their needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups Data Source: CA Dashboard	All students: 43.7% English Learners: 22.8% Low Income: 41.9% Hispanic/Latinx: 42.0% Students with Disabilities: 7.0% Data Year: 2022-23	All students: 43.4% English Learners: 26.6% Low Income: 40.1% Hispanic/Latinx: 40.9% Asian: 64.3% Black or African American: 53.3% Students with Disabilities: 8.3% Data Year: 2023-24	[Insert outcome here]	48% Data Year: 2025-26	All students: -0.3 English Learners: +3.8 Low Income: -1.8 Hispanic/Latinx: -1.1 Asian: n/a Black or African American: n/a Students with Disabilities: +1.3 Data Year: 2023-24
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups Data Source: CA Dashboard	All students: 37.4% English Learners: 19.8% Low Income: 35.0% Hispanic/Latinx: 35.9% Students with Disabilities: 11.9% Data Year: 2022-23	All students: 46.2% English Learners: 33.1% Low Income: 42.7% Hispanic/Latinx: 44.4% Asian: 57.1% Black or African American: 46.7% Students with Disabilities: 12.5% Data Year: 2023-24	[Insert outcome here]	51% Data Year: 2025-26	All students: +8.8 English Learners: +13.3 Low Income: +7.7 Hispanic/Latinx: Asian: n/a Black or African American: n/a Students with Disabilities: +0.6 Data Year: 2023-24

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: CA Dashboard	All students: 34.8% English Learners: 5.9% Low Income: 35.8% Hispanic/Latinx: 34.5% Students with Disabilities: 5.6 % Data Year: 2022-23	All students: 26.5% English Learners: 6.5% Low Income: 23.3% Hispanic/Latinx: 22.2% Data Year: 2023-24	[Insert outcome here]	32% Data Year: 2025-26	All students: -8.5 English Learners: +0.6 Low Income: -3.5 Hispanic/Latinx: -12.3 Data Year: 2023-24
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	.80 Years Data Year: 2023-24	1.11 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+.31 Data Year: 2024-25
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.01 Years Data Year: 2023-24	1.13 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+.12 Data Year: 2024-25

1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	2022-23: 44%	2023-24: 60.7%		66% Data Year: 2025-26	+16.7 Data Year: 2023-24
1.7	EL Reclassification Rate Data Source: SIS Demographics	23-24: 5.5 % Data Year: 2023-24 (as of 3/29/24)	7.9% Data Year: 2024-25 (as of 4/4/25)		10% Data Year: 2026-27	+2.4 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned. Successes and Challenges: In 1.1 Personalized Learning, we successfully implemented Tier II and utilized MTSS hubs to get the right intervention to all students. The CA team of our network also added a progress monitoring cycle across the entire region to ensure that progress is being captured for all our students. We successfully implemented a new Tier 2 math curriculum called Bridges. It was implemented in small groups within math classrooms. A challenge related to the Bridges curriculum was that although we did initial training, observations showed a need for more teacher training to implement the Bridges curriculum with full fidelity. We saw strong growth in NWEA Reading correlated to strong intervention practices. In 1.3 Services to Support Multilingual Students, we had numerous successes. Our students continued to receive daily DELD instruction that focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. Instructional coaches were able to support the teachers through the use of look fors that delineated the teacher actions necessary for strong instruction. We were able to successfully implement the Interim ELPAC IA to inform instruction to better meet the individual or group needs of our students. Teachers were able to analyze domain specific data to identify the skills and knowledge students needed more practice on. Students also became more familiar with the testing platform and test structure that increased their confidence with taking the Summative ELPAC Assessment. Our schools also conducted ELAC Ambassador equity walks with new or returning representatives to continue the partnership with families of multilingual learners. Through this partnership, schools were able to find opportunities for families to support their students at home and increased family voice around the implementation of

multilingual learner programs at their campuses. A challenge in 1.3 was that this year we piloted an ELA content curriculum, Wit & Wisdom . While we had planned for opportunities to embed integrated supports, the implementation needed to be differentiated for the different curricula which required schools to balance the fidelity of the curricula with the supports needed for multilingual learners to access the content. In 1.4, every Wednesday we celebrate kids who meet word millionaire benchmarks with a token to our book vending machine. We have a “caught in the act of reading” initiative, where teachers take photos, we upload them, and we celebrate with cute bookmarks. Then we also have a raffle for all of them, so one earns a book token. Additionally, we adjusted our guided reading, particularly in upper grades, so topics are more aligned to promote the love of reading through compelling and popular book choices. We select a teacher to read an excerpt of their favorite book “book commercials” during our morning Launch assemblies. Finally, alll students go home daily with 1-2 books (upper grades) and 5 for lower grades.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.2 we spent more than budgeted ($289,852) due to increased need for special education contractors, in part due to open roles. Contractors are more expensive than hiring internal staff. In 1.3 we spent more than budgeted ($9,639) because Rocketship hired additional ELL staff (multilingual support specialists) due to the need for additional support for ELL students. In 1.4 we spent more than budgeted ($26,200) to purchase additional books needed to replenish the classroom library.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.5 Rocketship Reads actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math (1.13) and Reading (1.11); CAASPP Science, where we approached our target (27%), and CAASPP ELA and Math, where we approached our overall target in ELA (43%) and met our target in Math (46%). Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address.

In 1.3 Services to Support Multilingual Students, in 2024, we had 61% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 7.9%. Data showing the full impact of this year’s LCAP goals and initiatives will be available in the summer.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 1.1 Personalized Learning, we updated the action to include additional details on academic intervention curriculum and instruction. We updated 1.3 Services to Support Multilingual Students to include the focus for the coming year. We made some adjustments to metrics targets in response to year one data: CAASPP ELA (49%->48%), Math (42%->51%), Science (39%->32%), ELPI (55%->66%), Reclassification (15%->10%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RFA's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.	$1,020,653 ($175,744 Title I)	Yes

1.2	Special Education Supports	Although RFA runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology. This action will support Math growth and achievement of our Students with Disabilities by providing supports personalized to their needs.	$461,140	No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting to engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.	$72,710	No
1.4	Rocketship Reads	Rocketship Futuro Academy will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.	$110,559	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned. In 2.1, we also rolled out three approaches to reading small group instruction for TK-5:1)foundational skills small group instruction, 2)applied decoding guided reading, and 3)novel studies guided reading. In 2.2, we also had a series of regional p.d. sessions where folks from multiple campuses came together and engaged in p.d. tailored to their content areas. Successes and Challenges: In 2.1 High Quality, Research Based Curriculum, we saw success in the mid-year NWEA Reading results, where across the network we had a 4% increase over the prior year of students moving into the upper third level (67th percentile and above). We saw the most growth in K and 3-5. A related challenge in 2.1 is that we are working on increasing growth for grades 1-2. We may refine our approaches to foundational skills and applied decoding guided reading. In 2.2 Professional Development, a success was that we expanded teacher orientation this year to two days from one day previously, based on teacher input. In 2.2, it has been a challenge to design network wide p.d. to meet the needs of the different schools, given the different curriculum we piloted. We are excited to move everyone to CKLA for next year. Differentiating across a range of teacher experience was also challenging. To address that, we are expanding new teacher orientation from two days to three. In 2.4 Instructional Coaching, a success was that we elevated the resources we have for in the moment coaching around the vision for the different parts of the block and our approaches to in the moment coaching. We refined the "Core Block Look Fors" We launched regional module launches where teachers get together with others from their grade level to plan upcoming units. We are very proud that all school leaders have been actively coaching for a majority of the day, and of how we have been able to individualize our p.d. and supports for teachers. In 2.5 Teacher Credentialing, a success is that offering staff additional study resources and PTO specifically for credentialing has enabled the region to prioritize testing requirements while ensuring dedicated time for staff to complete their program enrollment requirements. A challenge in 2.5 is that the state has recently introduced CSET exemptions, though only some of our staff qualify. These exemptions help alleviate testing pressures but are limited in availability.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.1 we spent less than budgeted (-$18,369) because Core curriculum expenses were lower than anticipated; the school had the curriculum that was needed on hand at the start of the year. In 2.5 we spent less than budgeted (-$18,604). A larger number of credentialed teachers were hired, resulting in lower teacher credentialing costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2.1, we added information about curriculum adoptions for 25-26. In 2.2, we added information about our expanded new teacher orientation. In 2.3 Data Driven Instructional Practices, we updated the list of assessments to reflect current plans and expanded the description of our cycle of data analysis to provide more detail. In 2.5 Teacher Credentialing, we updated the action description to provide additional details on our efforts to support our teachers with credentialing.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RFA curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RFA operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RFA utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 25-26, we will be adopting CK Integrated for grades 3-5, CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place.	$50,000	No

2.2	Professional Development	Professional Development is a critical component of the RFA program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RFA hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RFA has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RFA will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.	$303,284	Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	$92,870	Yes
2.3	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RFA teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.	$448,496	Yes

2.4	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests.We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. Rocketship will continue exploring additional credential program partnerships to better support our Education Specialist and PK3 Eligible staff. Our goal is to establish similar partnerships to the one we have with Reach, expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 25-26 school year.	$11,523	No
2.5	Culturally Responsive Pedagogy	RFA is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1 Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	80% Data Year: 2023-24	78% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	-2 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	87% Data Year: 2023-24	86% Data Year: 2024-25	[Insert outcome here]	85% Data Year: 2026-27	-1 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing and Development, we were successful in fully staffing for Operations roles. In 3.3 Safety Training, We have implemented additional controlled access on the front door of our campus. All entrants must be buzzed into the front entrance and then check in. We implemented a weekly safety walkthrough where BOM checks all security systems on campus to ensure they are working. We added an emergency survey which acts as a log for all safety incidents on campus. In 3.4 Schoolwide Operational Systems and Routines, Based on our mid-year walkthroughs, we have successfully met expectations for operations systems and achieved higher scores than ever before. We strengthened our systems overall–perfecting our arrival/dismissal routines and also our recess procedures. Our network successfully tracked check-ins to ensure regular development of Operations Specialists. We conducted training for Operations Specialists on Excel, giving student directions, safety scenarios practice.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.2 we spent less than budgeted (-$98,650) because custodial services expenses have been lower than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100%. The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 78% and % of families feel campus is safe: 86%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.	$639,770	Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	$321,502	No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.	$17,077	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	83% Data Year: 2023-24	83% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	Maintained Data Year: 2024-25
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	All Students: 0% Data Year: 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	All Students: 0% Data Year: 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23	100% Data Year: 2023-24		100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned. Successes and Challenges: In 4.1 Enrichment, a success was that the majority of campuses have an Enrichment Center Coordinator (ECC) to support students' exposure and learning of science. Our Science ECCs have access and support in using high quality resources and facilitate student engagement in the work of scientists anchored in activities aligned to the 5 Es (engage, explore, explain, elaborate, and evaluate). A related challenge is both the total number of students our enrichment coordinators are working with each week (at least 200 across 2+ grades) and the limited number of minutes they have to support students. In 4.2 Outdoor Education and Community Experiences,we held successful science camp trips for grades 4 and 5, as measured by early planning and completion with minimal needs to reschedule and network wide average attendance of over 80% of students. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events. In 4.4 Care Corps, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. Across our thirteen CA schools, over 550 Tier III families have been served thanks to their strong partnership. 5,500 Rocketeers have been screened for Vision, Hearing and/or Dental. Rocketship Parent University (RPU) has conducted over 70 parent workshops. Care Closet has served 470 families. A challenge experienced in 4.4 is that implementing SART / RARB requires more additional staff training and support so it is implemented with fidelity and consistency. That is something we are working to address.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 we spent less than budgeted (-$66,672) because we had fewer enrichment center coordinators due to shifts in staffing.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (83%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 80% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 4.4 Care Corps, we updated the action description with additional details on our Care Corps support.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

4.1	Enrichment	Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.	$259,120	Yes
4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$73,411	Yes

4.3	Social Emotional Learning	At Rocketship Futuro Academy we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Futuro Academy core values: respect, responsibility, persistence, empathy, and purpose. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community. In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.	$219,816	No

		Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: **Food Distribution:** We service 800 families every month across San Jose and East Bay. **Care Closet:** Free clothing families can access either at food distribution sites or on campus. Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). **Health Screenings:** We conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. We partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program	$152,936	No

		Tier II: Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3) Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of

5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	92.8% Data Year: 2023-24 (as of 3/29/24)	92.9% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	94% Data Year: 2026-27	+0.1 Data Year: 2024-25

5.2	Chronic Absenteeism rate for all students and all significant subgroups Data Source: SIS Attendance Reports	All Students: 25.6% English Learners: 21.9% Low Income: 25.7% Students with Disabilities: 27.3% Homeless: 21.6% Asian: 39.6% Black: 27.1% Hispanic/Latinx: 24.2% White: 21.2% Data Year: 2023-24 (as of 3/29/24)	All Students: 27.0% English Learners: 26.0% Low Income: 26.0% Students with Disabilities: 29.9% Homeless: 17.5% Asian: 26.0% Black: 34.5% Hispanic/Latinx: 27.2% White: 11.4% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	All Students: 20% Data Year: 2026-27	+1.4 Data Year: 2024-25
5.3	% of parents are involved (% parents on track to complete participation hours) Data Source: Internal HelpCounter Data	99% Data Year 2023-24 (As of 5/3/24)	90% Data Year 2024-25 (as of 4/4/25)	[Insert outcome here]	90% Data Year 2026-27	-9 Data Year: 2024-25

5.4	% Home visits completed Data Source: Internal Data	99% Data Year 2023-24	100% Data Year 2024-25		95% Data Year 2026-27	+1 Data Year 2024-25
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) Data Source: Annual Parent Survey	73% Data Year 2023-24	84% Data Year 2024-25		90% Data Year 2026-27	+9 Data Year 2024-25
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) Data Source: Annual Parent Survey	77% Data Year: 2023-24	80% Data Year: 2024-25		90% Data Year 2026-27	+3 Data Year 2024-25

5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Internal Survey	97% Data Year: 2023-24	100% Data Year: 2024-25		90% Data Year 2026-27	+3 Data Year 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1 Family Engagement, as part of the summer and beginning of the year, we execute the Day 0-30 plan which outlines key events and specific goals around home visits, orientation, attendance to name a few. The goal as a region for Homevisits was 50% before the first day of school and 90% by December. We were able to achieve 52% by day one of school and 94% by December. Our orientation goal was 90% of all families participating which was also exceeded by all of our schools. We firmly believe that implementing these core practices sets the foundation for a strong partnership and relationship building for families and staff. We are proud of the many and various family engagement events held this year, from parent education to cultural celebrations and school spirit competitions. Families engaging at in person events is a challenge given the variety of families and households that we serve. A challenge in 5.2 is for our school leaders and staff to continue to diversify opportunities that can be tailored to families who may not have the flexibility to participate in person during the day or after school due to work or personal situations. In 5.2 Family Advocacy and Leadership, we were pleased to have our network SSC presidents come together in Regional Advisory Boards--a blend of the SSC leaders and CLOC leaders to share testimony, leadership journey and path to advocacy with the national board of directors. This is an annual opportunity to meet the board, to share and ask questions. It also serves as a yearly pulse check for how we are doing in family advocacy. Our CLOC focused this year on advocating for renewal, engaging trustees on the renewal process, meeting with representatives, organizing at hearings, and leading voter registration drives. Our families in January this year engaged in immigration related topics. We also held an immigration forum on Zoom that featured local advocacy organizations to share resources and information on the topic of immigration. We had over 400 participants. After that event, many families expressed interest in doing more on this topic. We are now launching a Civic Engagement Advocacy Fellowship initiative, honing the skills of civic leadership for families, addressing the question of what does it take to become an influence in the community, a force for change. Then our participants can choose what direction to go with those new skills. In 5.3 School-Family Partnership, we were pleased to have all new to Rocketship Staff engage in professional development sessions around family engagement vision, home visit purpose and best practices, family teacher conferences, etc. This year we met our network goals around family engagement metrics such as Homevisits by December 90%+ and Family -Teacher conferences. In 5.3 one challenge we have is around the amount of families who experience hardships that prevent them coming to school and being able to connect

them with the appropriate resources. Our Care Corps coordinators do an incredible job already but the needs of our families continue to increase. To solve for this, our Care Corps teams focus on identifying new outside agencies to diversify supports for our families. In 5.5 Los Dichos, a success was how the Los Dichos training equips families with public speaking skills and reading skills to better support their child at home and in the classroom (eg. Hold the book to the side so the children can see the pictures, pause when reading and make eye contact with the students, bring the book to life when reading, ask the students questions for comprehension and to make life connections). One challenge in 5.5 that we have is reaching a spread of 7 grade levels with just two lesson plans per month. The current breakdown is TK-G1 and G2-G5. Next year, we plan to move G2 down with the lower grades to support their understanding. In 5.6 Attendance Initiatives, a success is how our Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. 550 Tier III families have been served thanks to their strong partnership. A challenge in 5.6 is that connecting chronically absent families to long term housing and transportation options has been challenging. Some families do not want to take public transportation. At the network level, we need more training for staff so everyone implements best practices consistently across all schools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.5 we spent less than budgeted (-$15,460) due to fewer expenses identified compared to budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (90%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (100%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (84%). 5.6 Attendance Initiatives was effective Average Daily Attendance (93%), by Chronic Absenteeism rate for all students and all significant subgroups (27% overall).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We updated the action description to provide more detail on our program to address chronic absenteeism. We updated the targets for some metrics based on year one data: ADA (95%->94%), Chronic Absenteeism (10%->20%), Parent Connectedness (85%->90%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We believe that families are their student's first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.	$130,134	Yes

		Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus. Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		

5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include: School Site Council (SSC) and English Learner Advisory Committee (ELAC): SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.	$0	No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the Care Corps program, schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$54,192	No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$34,273	No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program **Tier II:** Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3)	$16,758	No

		Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,142,620	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.926%	0%	$0	15.926%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2024 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at orange level (EL --31.7, SED -27.7). In Math, both groups were at green level (EL, -17, SED -14). We had blue level performance in 2024 on the English Learner Progress Indicator, with 60.7% of students making progress towards English language proficiency. In 2024-25, our EL Reclassification rate was 7.9% as of 4/4/25. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above).	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

		However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	
3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2024, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2025 survey results showed that 78% of students feel safe on campus and 83% of student feel a sense of connectedness at school.Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2025 survey and internal data showed that 84% of parents were satisfied with their school, 90% of parents were involved in their school, 100% of families received home visits. In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 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 %)
2025-26	$ 7,174,395	$ 1,142,620	15.926%	0.000%	15.926%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,885,900	$ 991,849	$ -	$ 612,475	$ 4,490,225.17	$ 3,547,612	$ 942,613

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	RFA	Ongoing	$ 894,014	$ 126,639	$ 494,798	$ -	$ -	$ 525,855	$ 1,020,653	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	RFA	Ongoing	$ 196,864	$ 264,276	$ -	$ 458,752	$ -	$ 2,388	$ 461,140	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	RFA	Ongoing	$ 50,386	$ 22,324	$ -	$ -	$ -	$ 72,710	$ 72,710	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RFA	Ongoing	$ 107,609	$ 2,950	$ 110,559	$ -	$ -	$ -	$ 110,559	0.000%
2	1	High quality, research-based curriculum	All	No	LEA-wide	[Input unduplicated student group(s)]	RFA	Ongoing	$ -	$ 50,000	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RFA	Ongoing	$ 286,000	$ 17,284	$ 303,284	$ -	$ -	$ -	$ 303,284	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RFA	Ongoing	$ 58,667	$ 34,203	$ 92,870	$ -	$ -	$ -	$ 92,870	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RFA	Ongoing	$ 448,496	$ -	$ 448,496	$ -	$ -	$ -	$ 448,496	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RFA	Ongoing	$ -	$ 11,523	$ -	$ -	$ -	$ 11,523	$ 11,523	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		RFA	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RFA	Ongoing	$ 639,770	$ -	$ 639,770	$ -	$ -	$ -	$ 639,770	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		RFA	Ongoing	$ -	$ 321,502	$ 195,430	$ 126,072	$ -	$ -	$ 321,502	0.000%
3	3	Safety Training	All	No	LEA-wide		RFA	Ongoing	$ 6,577	$ 10,500	$ 17,077	$ -	$ -	$ -	$ 17,077	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		RFA	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RFA	Ongoing	$ 259,120	$ -	$ 259,120	$ -	$ -	$ -	$ 259,120	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RFA	Ongoing	$ -	$ 73,411	$ 73,411	$ -	$ -	$ -	$ 73,411	0.000%
4	3	Social Emotional Learning		Yes	LEA-wide	All	RFA	Ongoing	$ 219,816	$ -	$ -	$ 219,816	$ -	$ -	$ 219,816	0.000%
4	4	Care Corps	All	No	LEA-wide		RFA	Ongoing	$ 152,936	$ -	$ -	$ 152,936	$ -	$ -	$ 152,936	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RFA	Ongoing	$ 122,634	$ 7,500	$ 130,134	$ -	$ -	$ -	$ 130,134	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide		RFA	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide		RFA	Ongoing	$ 54,192	$ -	$ 54,192	$ -	$ -	$ -	$ 54,192	0.000%
5	4	Los Dichos	All	No	LEA-wide		RFA	Ongoing	$ 34,273	$ -	$ -	$ 34,273	$ -	$ -	$ 34,273	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide		RFA	Ongoing	$ 16,258	$ 500	$ 16,758	$ -	$ -	$ -	$ 16,758	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 7,174,395	$ 1,142,620	15.926%	0.000%	15.926%	$ 2,552,443	0.000%	35.577%	**Total:**	$ 2,552,443
								LEA-wide Total:	$ 2,552,443
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RFA	$ 494,798	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RFA	$ 110,559	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RFA	$ 303,284	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RFA	$ 92,870	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RFA	$ 448,496	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RFA	$ 639,770	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RFA	$ 259,120	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	All	RFA	$ 73,411	0.000%
4	3	Social Emotional Learning	Yes	LEA-wide	All	RFA	$ -	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RFA	$ 130,134	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,059,924.15	$ 4,116,843.30

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	$ 929,618	$ 874,620
1	2	Special Education Supports	No	$ 539,378	$ 829,230
1	3	Services to Support Multilingual Students	No	$ 43,380	$ 53,019
1	4	Rocketship Reads	Yes	$ 102,371	$ 128,571
2	1	High quality, research-based curriculum	No	$ 98,457	$ 80,088
2	2	Professional Development	Yes	$ 251,323	$ 272,016
2	3	Data Driven Instructional Practices	Yes	$ 91,138	$ 82,103
2	4	Instructional Coaching	Yes	$ 218,112	$ 214,909
2	5	Teacher Credentialing	No	$ 36,594	$ 17,990
2	6	Culturally Responsive Pedagogy	No	$ -	$ -
3	1	Operations Staffing & Development	Yes	$ 510,651	$ 493,304
3	2	Facilities Maintenance	No	$ 403,840	$ 305,190
3	3	Safety Training	No	$ 16,608	$ 17,350
3	4	School-wide Operational Systems & Routines	No	$ -	$ -
4	1	Enrichment	Yes	$ 255,358	$ 188,686
4	2	Outdoor Education and Community Experiences	Yes	$ 80,000	$ 73,838
4	3	Social Emotional Learning	Yes	$ 179,809	$ 187,809
4	4	Care Corps	No	$ 78,791	$ 81,185
5	1	Family Engagement	Yes	$ 116,332	$ 127,399
5	2	Family Advocacy and Leadership	No	$ -	$ -
5	3	School-Family Partnership	No	$ 47,414	$ 43,773
5	4	Los Dichos	No	$ 18,527	$ 18,999
5	5	Attendance Initiatives	No	$ 42,224	$ 26,764

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,100,624	$ 2,087,052	$ 2,006,704	$ 80,347	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	$ 461,767	$425,878	0.000%	0.000%
1	4	Rocketship Reads	Yes	$ 102,371	$128,571	0.000%	0.000%
2	2	Professional Development	Yes	$ 251,323	$272,016	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	$ 91,138	$82,103	0.000%	0.000%
2	4	Instructional Coaching	Yes	$ 218,112	$214,909	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	$ 510,651	$493,304	0.000%	0.000%
4	1	Enrichment	Yes	$ 255,358	$188,686	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	$ 80,000	$73,838	0.000%	0.000%
4	3	Social Emotional Learning	Yes	$ -		0.000%	0.000%
5	1	Family Engagement	Yes	$ 116,332	$127,399	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 6,840,090	$ 1,100,624	0.000%	16.091%	$ 2,006,704	0.000%	29.337%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

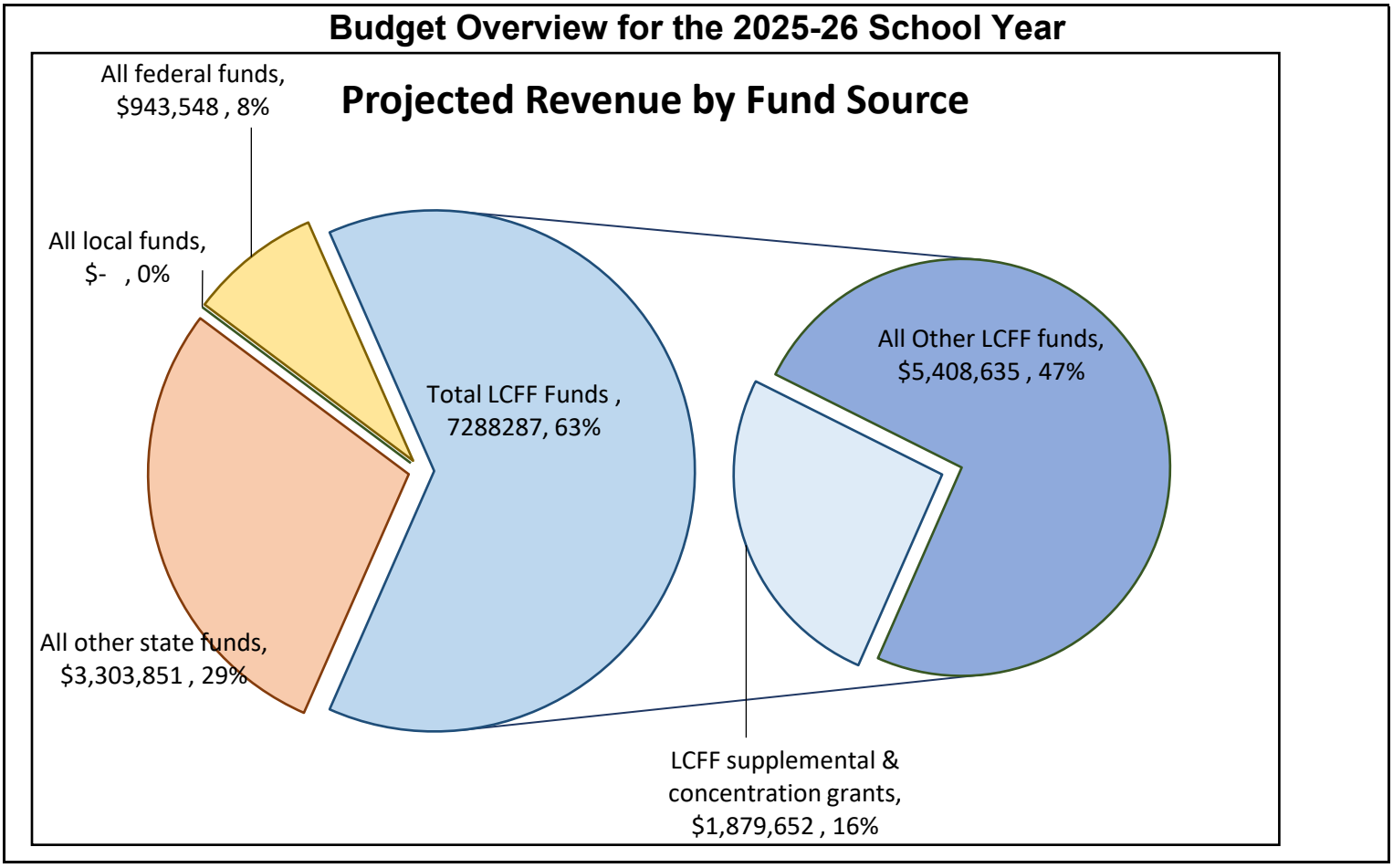
Local Educational Agency (LEA) Name: Rocketship Fuerza Community Prep

CDS Code: 43-10439-0131110

School Year: 2025-26

LEA contact information: Benjamin Carson501-258-7831bcarson@rsed.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

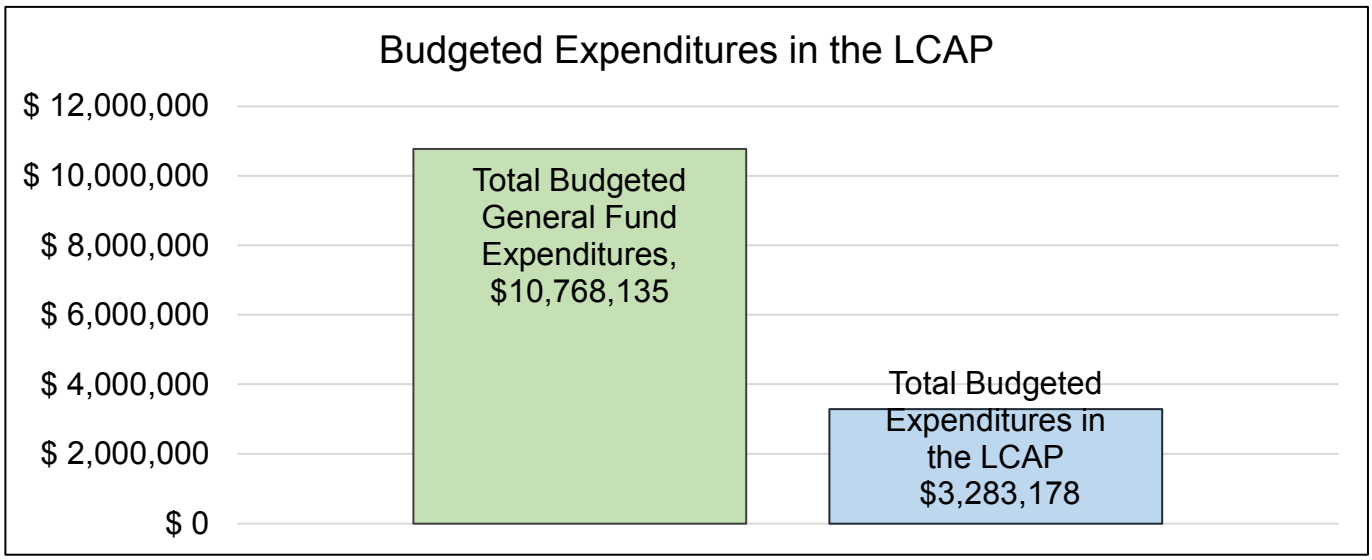


This chart shows the total general purpose revenue Rocketship Fuerza Community Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Fuerza Community Prep is $11,535,686.01, of which $7,288,287.00 is Local Control Funding Formula (LCFF), $3,303,850.98 is other state funds, $0.00 is local funds, and $943,548.03 is federal funds. Of the $7,288,287.00 in LCFF Funds, $1,879,652.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Fuerza Community Prep plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Fuerza Community Prep plans to spend $10,768,134.60 for the 2025-26 school year. Of that amount, $3,283,178.12 is tied to actions/services in the LCAP and $7,484,956.47 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

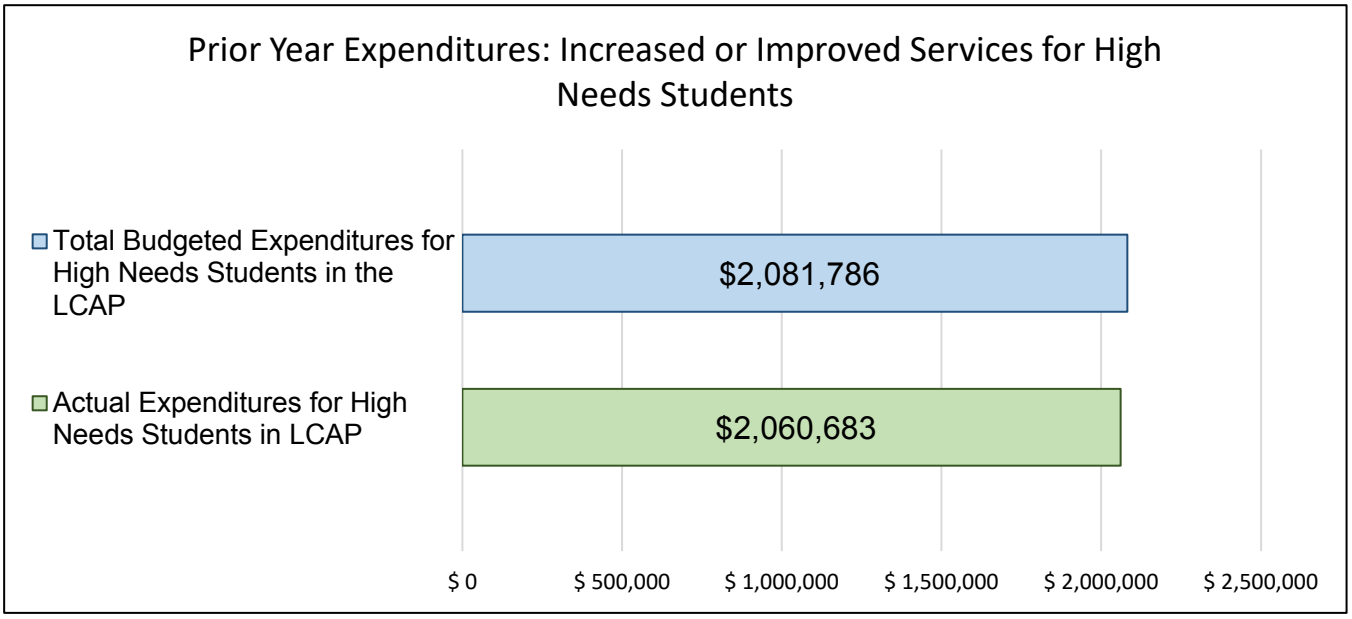
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications,insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Rocketship Fuerza Community Prep is projecting it will receive $1,879,652.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Fuerza Community Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Fuerza Community Prep plans to spend $1,911,673.33 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Rocketship Fuerza Community Prep budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Fuerza Community Prep estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Rocketship Fuerza Community Prep's LCAP budgeted $2,081,785.92 for planned actions to increase or improve services for high needs students. Rocketship Fuerza Community Prep actually spent $2,060,683.44 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $21,102.48 had the following impact on Rocketship Fuerza Community Prep's ability to increase or improve services for high needs students:

We received less than projected in supplemental/concentration funds ($1,816,394), and we spent $2,060,683. The actions were implemented as planned.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Fuerza Community Prep	Riley St. Marie, Principal	fuerza@rsed.org; 408-708-5744

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Fuerza Community Prep (RFZ) opened in August 2014 as TK-4th grade campus, the ninth Rocketship campus to open in San Jose. The campus now serves approximately 540 TK-5th grade students. Approximately 79.1% of the students are socioeconomically disadvantaged, 61.1% are English learners, 80% are Hispanic/Latinx and 12% are Asian. Additionally, 9.1% of students qualify to receive special education services.

Rocktship Fuerza operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Fuerza's instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Fuerza also operates under the principles that excellent teachers and leaders create transformational schools and engaged parents are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities and Rocketship parents are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At Rocketship Fuerza this fifth core value is ganas. Ganas is the fuel that makes the core values of respect, persistence, empathy, and responsibility come to life and ignites students' desires and zest to achieve their best. Cultivating ganas means that students will find joy and meaning in a challenge and push themselves to overcome it. It means that students will not just work persistently towards achievement but deeply desire it. Students with ganas will also encourage and motivate their peers to be better students, friends, sons, daughters, and community members. Rocketeers fueled by ganas are expected to face challenges head on with intelligence, resolve, and pride. They will create solutions instead of making excuses and push beyond expectations of themselves and their community. This core

value reminds our Rocketeers that success comes not only through hard work but also through a deep desire to reach one's goals and help others achieve theirs.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Fuerza Community Prep which is the Schoolwide Program; herein referred to as the LCAP. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Fuerza Community Prep based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

This school has no unexpended Learning Recovery Emergency Block Grant Funds.

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RFZ has identified a success in Suspension Rate Overall (Blue, 0%) and for all student groups (Blue, 0%). We will build on this success by implementing Action 4.3 Social Emotional Learning.

RFZ has identified a need in ELPI (Red, 27.7%). We will address this need by implementing Action 1.4 Services to Support Multilingual Students Required Action. We began in 23-24 to have specific P.D. for Designated ELD in the classroom. We hope to have all our teachers certified in GLAD training to ensure they know the strategies for Integrated ELD.

2024 Dashboard Reflections

RFZ has identified a success in Suspension Rate Overall (Blue, 0%). We really worked on our restorative practices and providing students the opportunity to reflect on actions and fix the situation instead of excluding them. We will build on this success by implementing Action 4.3 Social Emotional Learning.

RFZ has identified a success in ELPI (Green, 51.6%). We prioritized our Designated English Language Development, providing p.d. for teachers and analyzing data regularly so we knew what we needed to address in the instruction. We will build on this success by implementing action 1.4 Services to Support Multilingual Students.

We are also very proud of our growth in ELA and Math overall and for most groups. This was accomplished through a lot of data analysis, and strong teacher understanding of data and analysis. We focused on finding out where gaps were and addressing them, not just moving on.

RFZ has identified a need in Chronic Absenteeism for the Students with Disabilities (Red, 24.2%) student group. We have been focused on chronic absenteeism overall and for student groups. We implemented a few attendance incentives for individuals and classrooms. We honed our communication with families, reaching out at home as soon as a student is absent. We especially focused on students close to becoming chronically absent. For our Students with Disabilities, we conducted focused outreach through our education specialists team. We will continue to address this need by implementing 1.2 Special Education Supports.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Rocketship Fuerza Community Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Rocketship Fuerza Community Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Rocketship Fuerza Community Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for RFZ based on the CA School Dashboard for 2024 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 10/9/24, 11/14/24, 2/5/25, 4/16/25. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings (12/17/24, 2/12/25, 5/5/25). Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. Our board meets quarterly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 28, 2025. The LCAP was adopted on June 11, 2025.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (9/10/24, 10/15/24, 11/12/24, 12/10/24, 1/15/25, 2/11/25, 3/11/25, 4/15/25, 5/14/25), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (3/4-3/21/2025).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings (11/6/24, 11/19/24, and 12/4/24), monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys such as our weekly feedback survey that goes out in the launcher.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (November 18th - December 6th).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In 1.1 Personalized Learning, our teachers indicated they need more training on the Bridges curriculum. We will add training for the summer of 2025. In 1.3 Services to Support Multilingual Students, staff members observed the need to focus on integrated ELD strategies. We will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML

Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students. In 2.1 High Quality Research Based Curriculum, we heard from the feedback from our teachers' Brown Bag sessions that our teachers appreciate the resources and the refinements from 23-24 to 24-25, specifically the guided reading. They wanted to be able to better meet the needs of broad range of students in their classrooms, and introducing these three approaches is meeting those needs. We therefore plan to continue this model in 25-26. We also utilized leader and teacher feedback from the curriculum pilot to inform the adoption of CK Integrated for grades 3-5, and CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place. In 2.2 Professional Development, we received feedback from teachers and leaders on the need for more differentiated p.d. to address teachers' levels of skill and experience. In response, we expanded our new teacher orientation. In 2.4 Instructional Coaching, across the region, the average teacher rating of coaching received was 8.2 out of 10. We therefore plan to maintain our current model of coaching. In 2.5 Teacher Credentialing, beginning in the 2024-25 school year, we launched a new program partnership with Reach University. Through this partnership, we offer a Preliminary Credential Program that provides staff with both an Early Completion option and a traditional two-year pathway to earning their Preliminary Credential. Additionally, we are collaborating with Reach University to support staff in earning their Bachelor's degree in Liberal Studies, equipping them with the necessary skills and meeting equivalency requirements for Basic Skills and Content Knowledge, further preparing them for a career in teaching. In Goal 4, we expanded our Care Corps (action 4.4) service offerings in response to feedback from families regarding their needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups Data Source: CA Dashboard	All students: 38.7% English Learners: 20.7% SED: 34.8% Students with Disabilities: 0.0 % Asian:81.6 % Hispanic/Latinx: 29.9% Data Year: 2022-23	All students: 43.8% English Learners: 23.3% SED: 38.8% Students with Disabilities: 13.8% Asian: 82.5% Hispanic/Latinx: 33.5% Filipino: 81.8% Data Year: 2023-24	[Insert outcome here]	48% Data Year: 2025-26	All students: +5.1 English Learners: +2.6 SED: +4.0 Students with Disabilities: +13.8 Asian: +0.9 Hispanic/Latinx: +3.6 Filipino: n/a Data Year: 2023-24
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups Data Source: CA Dashboard	All students: 31.6% English Learners: 11.3% SED:27.0 % Students with Disabilities: 0.0% Asian: 76.3% Hispanic/Latinx: 21.2% Data Year: 2022-23	All students: 40.3% English Learners: 21.5% SED: 35.9% Students with Disabilities: 17.2% Asian: 82.5% Hispanic/Latinx: 29.6% Filipino: 72.7% Data Year: 2023-24	[Insert outcome here]	51% Data Year: 2025-26	All students: +8.7 English Learners: +10.2 SED: +8.9 Students with Disabilities: +17.2 Asian: +6.2 Hispanic/Latinx: +8.4 Filipino: n/a Data Year: 2023-24

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: CA Dashboard	All students: 23.1% English Learners: 9.7% SED: 20.5% Hispanic/Latinx:14.0 % Data Year: 2022-23	All students: 23.9% English Learners: 8.7% SED: 25.0% Hispanic/Latinx: 21.2% Data Year: 2023-24	[Insert outcome here]	32% Data Year: 2025-26	All students: 0.8 English Learners: -1.0 SED: +4.5 Hispanic/Latinx: +21.2 Data Year: 2023-24
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	.94 Years Data Year: 2023-24	1.18 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+.24 Data Year: 2024-25
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.06 Years Data Year: 2023-24	1.23 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+.17 Data Year: 2024-25
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	28% Data Year: 2022-23	51.6% Data Year: 2023-24		57% Data Year: 2025-26	+23.6 Data Year: 2023-24

1.7	EL Reclassification Rate Data Source: SIS Demographics	2.7% Data Year 2023-24 (as of 3/29/24)	4.3% Data Year 2024-25 (as of 4/4/25)		6% Data Year: 2026-27	+1.6 Data Year 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned except, in 1.3 Services to Support Multilingual Students, our supports for newcomers increased by adding a new role, Multilingual Learner Specialists, that provided additional direct services to newcomer students. Multilingual Learner Specialists used a Newcomer curriculum to not only support with English language acquisition, but to also address the social emotional needs of students entering a new country and learning environment. Upper grade students received foundational skills instruction and practice to increase their reading skills. Specialists were also able to use students' home language (L1) to support learning the English language (L2) by providing instructions in the students home language and explicitly teaching any cross language connections. Successes and Challenges: In 1.1 Personalized Learning, we successfully implemented Tier II and utilized MTSS hubs to get the right intervention to all students. The CA team of our network also added a progress monitoring cycle across the entire region to ensure that progress is being captured for all our students. We successfully implemented a new Tier 2 math curriculum called Bridges. It was implemented in small groups within math classrooms. A challenge related to the Bridges curriculum was that although we did initial training, observations showed a need for more teacher training to implement the Bridges curriculum with full fidelity. In 1.3 Services to Support Multilingual Students, we had numerous successes. Our students continued to receive daily DELD instruction that focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. Instructional coaches were able to support the teachers through the use of look fors that delineated the teacher actions necessary for strong instruction. We were able to successfully implement the Interim ELPAC IA to inform instruction to better meet the individual or group needs of our students. Teachers were able to analyze domain specific data to identify the skills and knowledge students needed more practice on. Students also became more familiar with the testing platform and test structure that increased their confidence with taking the Summative ELPAC Assessment. Our schools also conducted ELAC Ambassador equity walks with new or returning representatives to continue the partnership with families of multilingual learners. Through this partnership, schools were able to find opportunities for families to support their students at home and increased family voice around the implementation of multilingual learner programs at their campuses. A challenge in 1.3 was that this year we piloted an ELA content curriculum, Wit & Wisdom . While we had planned for opportunities to embed integrated supports, the implementation needed to be differentiated for the different curricula which required schools to balance the fidelity of the curricula with the supports needed for multilingual learners to access the content. In 1.4 Rocketship Reads, we had numerous fun incentives for students, such as bookmarks where students could earn signatures when caught reading, with prizes associated, including a chance to go to our book vending machine. It was challenging making sure that students always had books on them at the level needed, and creating strong systems so they could book shop during class.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.2 we spent more than budgeted ($198,132) due to increased need for special education contractors, in part due to open roles. Contractors are more expensive than hiring internal staff. In 1.3 we spent more than budgeted ($8,102) because Rocketship hired additional ELL staff (multilingual support specialists) due to the need for additional support for ELL students. In 1.4 we spent more than budgeted ($30,754) to purchase additional books needed to replenish classroom library.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.5 Rocketship Reads actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we met our target in Math and approached it in Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we met our overall target in ELA (44%) and approached our target in Math (40%). Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address. We began implementing new curricula for reading and math in 2023-24. Students also provided feedback that that we actively refill the book vending machine.

The 1.3 Services to Support Multilingual Students action was somewhat effective. In 2024, we had 52% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 4.3%. Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 1.1 Personalized Learning, we updated the action to include additional details on academic intervention curriculum and instruction. We updated 1.3 Services to Support Multilingual Students to include the focus for the coming year. We adjusted the targets for some metrics based on year one data: CAASPP ELA(44%->48%), Math (37%->51%), Science (28% -> 29%), ELPI (55%->57%), and Reclassification (15%->6%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RFZ's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.	$585,092 ($163,415 Title I)	Yes

1.2	Special Education Supports	Although RFZ runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.	$358,876	No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provided more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.	$63,118	No

1.4	Rocketship Reads	Rocketship Fuerza Community Prep will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers and families on modeling reading as an everyday activity. We will continue to acknowledge and celebrate student achievement by awarding books to students through our book vending machine.	$113,452	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	100% Data Year: 2024-25	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2024-25
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned. In 2.1, we also rolled out three approaches to reading small group instruction for TK-5) foundational skills small group instruction, 2)applied decoding guided reading, and 3)novel studies guided reading. In 2.2, we also had a series of regional p.d. sessions where folks from multiple campuses came together and engaged in p.d. tailored to their content areas. Successes and Challenges: In 2.1 High Quality, Research Based Curriculum, we saw success in the mid-year NWEA Reading results, where across the network we had a 4% increase over the prior year of students moving into the upper third level (67th percentile and above). We saw the most growth in K and 3-5. A related challenge in 2.1 is that we are working on increasing growth for grades 1-2. We may refine our approaches to foundational skills and applied decoding guided reading. Also in 2.1, we were pleased with how our pilot of Wit & Wisdom curriculum allowed students to learn through inquiry, increasing their curiosity and desire to share their thoughts instead of just getting the right answer. In 2.2 Professional Development, a success was that we expanded teacher orientation this year to two days from one day previously, based on teacher input. In 2.2, it has been a challenge to design network wide p.d. to meet the needs of the different schools, given the different curriculum we piloted. We are excited to move everyone to CKLA for next year. Differentiating across a range of teacher experience was also challenging. To address that, we are expanding new teacher orientation from two days to three. In 2.4 Instructional Coaching, a success was that we elevated the resources we have for in the moment coaching around the vision for the different parts of the block and our approaches to in the moment coaching. We refined the "Core Block Look Fors" We launched regional module launches where teachers get together with others from their grade level to plan upcoming units. In 2.5 Teacher Credentialing, a success is that offering staff additional study resources and PTO specifically for credentialing has enabled the region to prioritize testing requirements while ensuring dedicated time for staff to complete their program enrollment requirements. A challenge in 2.5 is that the state has recently introduced CSET exemptions, though only some of our staff qualify. These exemptions help alleviate testing pressures but are limited in availability.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.1 we spent more than budgeted ($9,827)because Core curriculum expenses were higher than anticipated. In 2.5 we spent less than budgeted (-$3,143). A larger number of credentialed teachers were hired, resulting in lower teacher credentialing costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress

toward our targets. Students also shared that they enjoy the reading selections accompanying the Wit and Wisdom curriculum. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2.1, we added information about curriculum adoptions for 25-26. In 2.2, we added information about our expanded new teacher orientation. In 2.3 Data Driven Instructional Practices, we updated the list of assessments to reflect current plans and expanded the description of our cycle of data analysis to provide more detail. In 2.5 Teacher Credentialing, we updated the action description to provide additional details on our efforts to support our teachers with credentialing.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RFZ curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RFZ operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RFZ utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 25-26, we will be adopting CK Integrated for grades 3-5, CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place.	$43,808	No

2.2	Professional Development	Professional Development is a critical component of the RFZ program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RFZ hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RFZ has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RFZ will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.	$240,971	Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	$72,963	Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RFZ teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.	$224,248	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests.We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. Rocketship will continue exploring additional credential program partnerships to better support our Education Specialist and PK3 Eligible staff. Our goal is to establish similar partnerships to the one we have with Reach, expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 25-26 school year.	$8,845	No
2.6	Culturally Responsive Pedagogy	RFZ is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1 Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	80% Data Year: 2023-24	76% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	-4 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	90% Data Year: 2023-24	92% Data Year: 2024-25	[Insert outcome here]	85% Data Year: 2026-27	+2 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing and Development, we were successful in fully staffing for Operations roles. In 3.2 Facilities Maintenance, a success was that we completely repainted our indoors. In 3.3 Safety Training, We have implemented additional controlled access on the front door of our campus. All entrants must be buzzed into the front entrance and then check in. We implemented a weekly safety walkthrough where BOM checks all security systems on campus to ensure they are working. We added an emergency survey which acts as a log for all safety incidents on campus. In 3.3 a challenge was that we discovered that our security system was not working properly. We therefore changed out our security system for one that provides 24/7 monitoring. In 3.4 Schoolwide Operational Systems and Routines, Based on our mid-year walkthroughs, we have successfully met expectations for operations systems. Our network successfully tracked check-ins to ensure regular development of Operations Specialists. We conducted training for Operations Specialists on Excel, giving student directions, safety scenarios practice.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.3 we spent less than budgeted (-$3,143) because the cost of safety materials was lower than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 76% and % of families feel campus is safe: 92%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety trainings for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.	$568,270	Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	$231,242	No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.	$14,077	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	79% Data Year: 2023-24	79% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	Maintained Data Year: 2024-25
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23	100% Data Year: 2023-24		100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned. Successes and Challenges: In 4.1 Enrichment, a success was that the majority of campuses have an Enrichment Center Coordinator (ECC) to support students' exposure and learning of science. Our Science ECCs have access and support in using high quality resources and facilitate student engagement in the work of scientists anchored in activities aligned to the 5 Es (engage, explore, explain, elaborate, and evaluate). A related challenge is both the total number of students our enrichment coordinators are working with each week (at least 200 across 2+ grades) and the limited number of minutes they have to support students. Also in Enrichment, we were pleased to be able to offer a STEAM program with art curriculum for 3-5 grades and dance for all grades. In 4.2 Outdoor Education and Community Experiences,we held successful science camp trips for grades 4 and 5, as measured by early planning and completion with minimal needs to reschedule and network wide average attendance of over 80% of students. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events. In 4.4 Care Corps, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. Across our thirteen CA schools, over 550 Tier III families have been served thanks to their strong partnership. 5,500 Rocketeers have been screened for Vision, Hearing and/or Dental. Rocketship Parent University (RPU) has conducted over 70 parent workshops. Care Closet has served 470 families. A challenge experienced in 4.4 is that implementing SART / RARB requires more additional staff training and support so it is implemented with fidelity and consistency. That is something we are working to address.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (79%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. Students shared that they love the dance class offering. The Care Corps action was effective as evidenced by 84% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 4.4 Care Corps, we updated the action description with additional details on our Care Corps support.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

4.1	Enrichment	Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.	$194,340	Yes
4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$56,349	Yes

4.3	Social Emotional Learning	At Rocketship Fuerza Community Prep we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Fuerza Community Prep core values: respect, responsibility, persistence, empathy, and ganas. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community. In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.	$174,213	No

		Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: **Food Distribution:** We service 800 families every month across San Jose and East Bay. **Care Closet:** Free clothing families can access either at food distribution sites or on campus. Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). **Health Screenings:** We conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. We partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program	$121,207	No

		Tier II: Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3) Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of

5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	93.4% Data Year: 2023-24 (as of 3/29/24)	92.7% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	94% Data Year: 2026-27	-.7 Data Year: 2024-25
5.2	Chronic Absenteeism rate for all students and all significant subgroups Data Source: SIS Attendance Reports	All Students: 21.7% English Learners: 21.2% Low Income: 22.1% Students with Disabilities: 23.7% Homeless: 17.1% Asian: 10.7% Hispanic/Latinx: 22.7% White: 37.5% Data Year: 2023-24 (as of 3/29/24)	All Students: 29.0% English Learners: 27.1% Low Income: 29.6% Students with Disabilities: 28.8% Homeless: 43.8% Asian:10.2% Hispanic/Latinx: 31.6% White: n<10 Black: n<10 Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	All Students: 20% Data Year: 2026-27	+7.3 Data Year: 2024-25

5.3	% of parents are involved (% parents on track to complete participation hours) Data Source: Internal HelpCounter Data	98% Data Year 2023-24 (As of 5/3/24)	85% Data Year 2024-25 (As of 4/4/25)	[Insert outcome here]	90% Data Year 2026-27	-13 Data Year 2024-25
5.4	% Home visits completed Data Source: Internal Data	98% Data Year 2023-24	99% Data Year 2024-25 (As of 4/4/25)		95% Data Year 2026-27	+1 Data Year 2024-25
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) Data Source: Annual Parent Survey	83% Data Year 2023-24	89% Data Year 2024-25		90% Data Year 2026-27	+6 Data Year 2024-25

5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) Data Source: Annual Parent Survey	83% Data Year: 2023-24	84% Data Year 2024-25		85% Data Year 2026-27	+1 Data Year 2024-25
5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Internal Survey	100% Data Year: 2023-24	100% Data Year 2024-25		90% Data Year 2026-27	Maintained Data Year 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1 Family Engagement, as part of the summer and beginning of the year, we execute the Day 0-30 plan which outlines key events and specific goals around home visits, orientation, attendance to name a few. The goal as a region for Homevisits was 50% before the first day of school and 90% by December. We were able to achieve 52% by day one of school and 94% by December. Our orientation goal was 90% of all families participating which was also exceeded by all of our schools. We firmly believe that implementing these core practices sets the foundation for a strong partnership and relationship building

for families and staff. Families engaging at in person events is a challenge given the variety of families and households that we serve. Family engagement overall has been a strength for us. We are proud of the engaging community events we have held, many led by our dance teacher with family input and support to bring them to life. We prioritized celebrating all cultures and all celebrations–Dia de los Muertos, Black History month, and Lunar New Year are some examples. A challenge in 5.2 is for our school leaders and staff to continue to diversify opportunities that can be tailored to families who may not have the flexibility to participate in person during the day or after school due to work or personal situations. In 5.2 Family Advocacy and Leadership, we were pleased to have our network SSC presidents come together in Regional Advisory Boards--a blend of the SSC leaders and CLOC leaders to share testimony, leadership journey and path to advocacy with the national board of directors. This is an annual opportunity to meet the board, to share and ask questions. It also serves as a yearly pulse check for how we are doing in family advocacy. Our CLOC focused this year on advocating for renewal, engaging trustees on the renewal process, meeting with representatives, organizing at hearings, and leading voter registration drives. Our families in January this year engaged in immigration related topics. We also held an immigration forum on Zoom that featured local advocacy organizations to share resources and information on the topic of immigration. We had over 400 participants. After that event, many families expressed interest in doing more on this topic. We are now launching a Civic Engagement Advocacy Fellowship initiative, honing the skills of civic leadership for families, addressing the question of what does it take to become an influence in the community, a force for change. Then our participants can choose what direction to go with those new skills. In 5.3 School-Family Partnership, we were pleased to have all new to Rocketship staff engage in professional development sessions around family engagement vision, home visit purpose and best practices, family teacher conferences, etc. This year we met our network goals around family engagement metrics such as Homevisits by December 90%+ and Family -Teacher conferences. In 5.3 one challenge we have is around the amount of families who experience hardships that prevent them coming to school and being able to connect them with the appropriate resources. Our Care Corps coordinators do an incredible job already but the needs of our families continue to increase. To solve for this, our Care Corps teams focus on identifying new outside agencies to diversify supports for our families. In 5.5 Los Dichos, a success was how the Los Dichos training equips families with public speaking skills and reading skills to better support their child at home and in the classroom (eg. Hold the book to the side so the children can see the pictures, pause when reading and make eye contact with the students, bring the book to life when reading, ask the students questions for comprehension and to make life connections). One challenge in 5.5 that we have is reaching a spread of 7 grade levels with just two lesson plans per month. The current breakdown is TK-G1 and G2-G5. Next year, we plan to move G2 down with the lower grades to support their understanding. In 5.6 Attendance Initiatives, a success is how our Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. 550 Tier III families have been served thanks to their strong partnership. A challenge in 5.6 is that connecting chronically absent families to long term housing and transportation options has been challenging. Some families do not want to take public transportation. At the network level, we need more training for staff so everyone implements best practices consistently across all schools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.5 we spent less than budgeted (-$22,716) due to fewer expenses identified compared to budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (85%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (99%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (89%). Parents also shared that the events calendar shared at beginning of the year was helpful. They love our use of Parentsquare plus physical papers/stickers. 5.6 Attendance Initiatives was effective Average Daily Attendance (93%), by Chronic Absenteeism rate for all students and all significant subgroups (29% overall).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We updated the action description to provide more detail on our program to address chronic absenteeism. We adjusted some targets for metrics in response to year one data: ADA (95% to 94%), Chronic Absenteeism (10% to 20%), Parent Satisfaction (88% to 90%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We believe that families are their student's first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.	$113,992	Yes

		Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus. Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		

5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include: School Site Council (SSC) and English Learner Advisory Committee (ELAC): SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.	$0	No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the Care Corps program, schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$54,192	No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$27,163	No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program **Tier II:** Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3)	$16,758	No

		Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,879,652	$219,993

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.753%	0%	$0	34.753%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2024 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at yellow level for ELA and Math (ELA EL -36.9, SED -32.1; Math EL -44.7, SED -38.4). We had green level performance in 2024 on the English Learner Progress Indicator, with 51.6% of students making progress towards English language proficiency. In 2024-25, our EL Reclassification rate was 4.3% as of 4/4/25. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above).	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

		However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	
3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2024, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2025 survey results showed that 76% of students feel safe on campus and 79% of student feel a sense of connectedness at school. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2025 survey and internal data showed that 89% of parents were satisfied with their school, 85% of parents were involved in their school, 99% of families received home visits. In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Fuerza Community Prep is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RFZ does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 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 %)
2025-26	$ 5,408,635	$ 1,879,652	34.753%	0.000%	34.753%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,180,511	$ 770,866	$ -	$ 331,801	$ 3,283,178.12	$ 2,557,784	$ 725,394

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	RFZ	Ongoing	$ 503,403	$ 81,689	$ 327,087	$ -	$ -	$ 258,005	$ 585,092	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	RFZ	Ongoing	$ 156,022	$ 202,854	$ -	$ 357,043	$ -	$ 1,833	$ 358,876	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	RFZ	Ongoing	$ 39,932	$ 23,186	$ -	$ -	$ -	$ 63,118	$ 63,118	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RFZ	Ongoing	$ 91,054	$ 22,399	$ 113,452	$ -	$ -	$ -	$ 113,452	0.000%
2	1	High quality, research-based curriculum	All	No	LEA-wide	[Input unduplicated student group(s)]	RFZ	Ongoing	$ -	$ 43,808	$ 43,808	$ -	$ -	$ -	$ 43,808	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RFZ	Ongoing	$ 227,704	$ 13,267	$ 240,971	$ -	$ -	$ -	$ 240,971	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RFZ	Ongoing	$ 46,709	$ 26,254	$ 72,963	$ -	$ -	$ -	$ 72,963	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RFZ	Ongoing	$ 224,248	$ -	$ 224,248	$ -	$ -	$ -	$ 224,248	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RFZ	Ongoing	$ -	$ 8,845	$ -	$ -	$ -	$ 8,845	$ 8,845	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		RFZ	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RFZ	Ongoing	$ 568,270	$ -	$ 568,270	$ -	$ -	$ -	$ 568,270	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		RFZ	Ongoing	$ -	$ 231,242	$ 140,002	$ 91,240	$ -	$ -	$ 231,242	0.000%
3	3	Safety Training	All	No	LEA-wide		RFZ	Ongoing	$ 6,577	$ 7,500	$ 14,077	$ -	$ -	$ -	$ 14,077	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		RFZ	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RFZ	Ongoing	$ 194,340	$ -	$ 194,340	$ -	$ -	$ -	$ 194,340	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RFZ	Ongoing	$ -	$ 56,349	$ 56,349	$ -	$ -	$ -	$ 56,349	0.000%
4	3	Social Emotional Learning		Yes	LEA-wide	All	RFZ	Ongoing	$ 174,213	$ -	$ -	$ 174,213	$ -	$ -	$ 174,213	0.000%
4	4	Care Corps	All	No	LEA-wide		RFZ	Ongoing	$ 121,207	$ -	$ -	$ 121,207	$ -	$ -	$ 121,207	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RFZ	Ongoing	$ 106,492	$ 7,500	$ 113,992	$ -	$ -	$ -	$ 113,992	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide		RFZ	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide		RFZ	Ongoing	$ 54,192	$ -	$ 54,192	$ -	$ -	$ -	$ 54,192	0.000%
5	4	Los Dichos	All	No	LEA-wide		RFZ	Ongoing	$ 27,163	$ -	$ -	$ 27,163	$ -	$ -	$ 27,163	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide		RFZ	Ongoing	$ 16,258	$ 500	$ 16,758	$ -	$ -	$ -	$ 16,758	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,408,635	$ 1,879,652	34.753%	0.000%	34.753%	$ 1,911,673	0.000%	35.345%	**Total:**	$ 1,911,673
								LEA-wide Total:	$ 1,911,673
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RFZ	$ 327,087	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RFZ	$ 113,452	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RFZ	$ 240,971	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RFZ	$ 72,963	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RFZ	$ 224,248	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RFZ	$ 568,270	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RFZ	$ 194,340	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	All	RFZ	$ 56,349	0.000%
4	3	Social Emotional Learning	Yes	LEA-wide	All	RFZ	$ -	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RFZ	$ 113,992	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,672,584.92	$ 3,884,323.31

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	$ 779,243	$ 720,236
1	2	Special Education Supports	No	$ 545,640	$ 743,772
1	3	Services to Support Multilingual Students	No	$ 40,100	$ 48,202
1	4	Rocketship Reads	Yes	$ 92,983	$ 123,737
2	1	High quality, research-based curriculum	No	$ 45,635	$ 55,462
2	2	Professional Development	Yes	$ 228,654	$ 231,266
2	3	Data Driven Instructional Practices	Yes	$ 73,962	$ 70,850
2	4	Instructional Coaching	Yes	$ 206,876	$ 218,883
2	5	Teacher Credentialing	No	$ 51,675	$ 9,986
2	6	Culturally Responsive Pedagogy	No	$ -	$ -
3	1	Operations Staffing & Development	Yes	$ 589,063	$ 646,142
3	2	Facilities Maintenance	No	$ 258,068	$ 251,143
3	3	Safety Training	No	$ 13,765	$ 10,622
3	4	School-wide Operational Systems & Routines	No	$ -	$ -
4	1	Enrichment	Yes	$ 235,186	$ 256,701
4	2	Outdoor Education and Community Experiences	Yes	$ 52,873	$ 49,477
4	3	Social Emotional Learning	Yes	$ 153,927	$ 157,930
4	4	Care Corps	No	$ 78,791	$ 81,185
5	1	Family Engagement	Yes	$ 105,654	$ 108,459
5	2	Family Advocacy and Leadership	No	$ -	$ -
5	3	School-Family Partnership	No	$ 53,970	$ 55,992
5	4	Los Dichos	No	$ 18,527	$ 18,999
5	5	Attendance Initiatives	No	$ 47,994	$ 25,278

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,816,394	$ 2,081,786	$ 2,060,683	$ 21,102	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	$ 496,536	$355,169	0.000%	0.000%
1	4	Rocketship Reads	Yes	$ 92,983	$123,737	0.000%	0.000%
2	2	Professional Development	Yes	$ 228,654	$231,266	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	$ 73,962	$70,850	0.000%	0.000%
2	4	Instructional Coaching	Yes	$ 206,876	$218,883	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	$ 589,063	$646,142	0.000%	0.000%
4	1	Enrichment	Yes	$ 235,186	$256,701	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	$ 52,873	$49,477	0.000%	0.000%
4	3	Social Emotional Learning	Yes	$ -		0.000%	0.000%
5	1	Family Engagement	Yes	$ 105,654	$108,459	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,214,961	$ 1,816,394	0.000%	34.830%	$ 2,060,683	0.000%	39.515%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

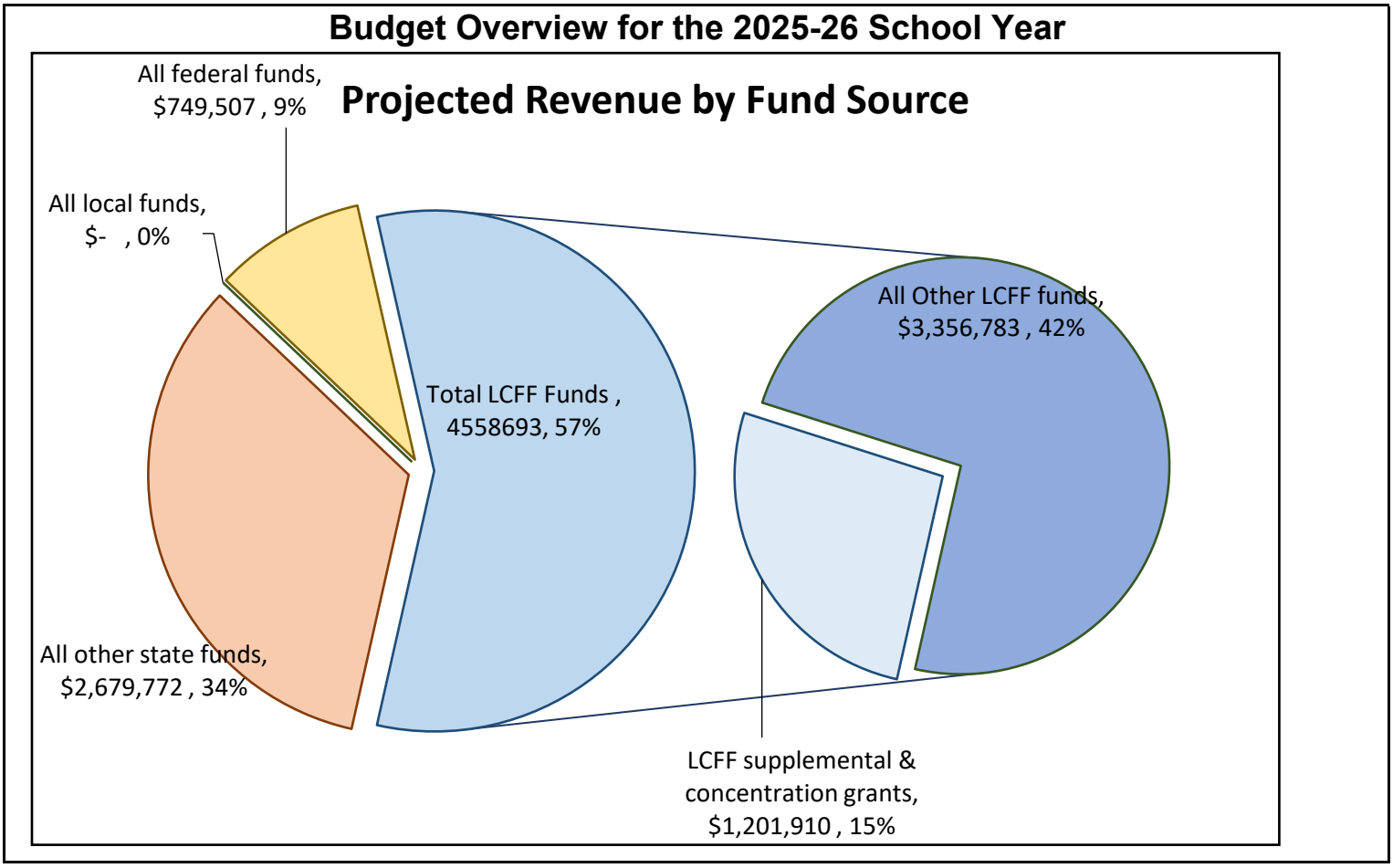
Local Educational Agency (LEA) Name: Rocketship Los Suenos Academy

CDS Code: 43-10439-0120642

School Year: 2025-26

LEA contact information: Benjamin Carson501-258-7831bcarson@rsed.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

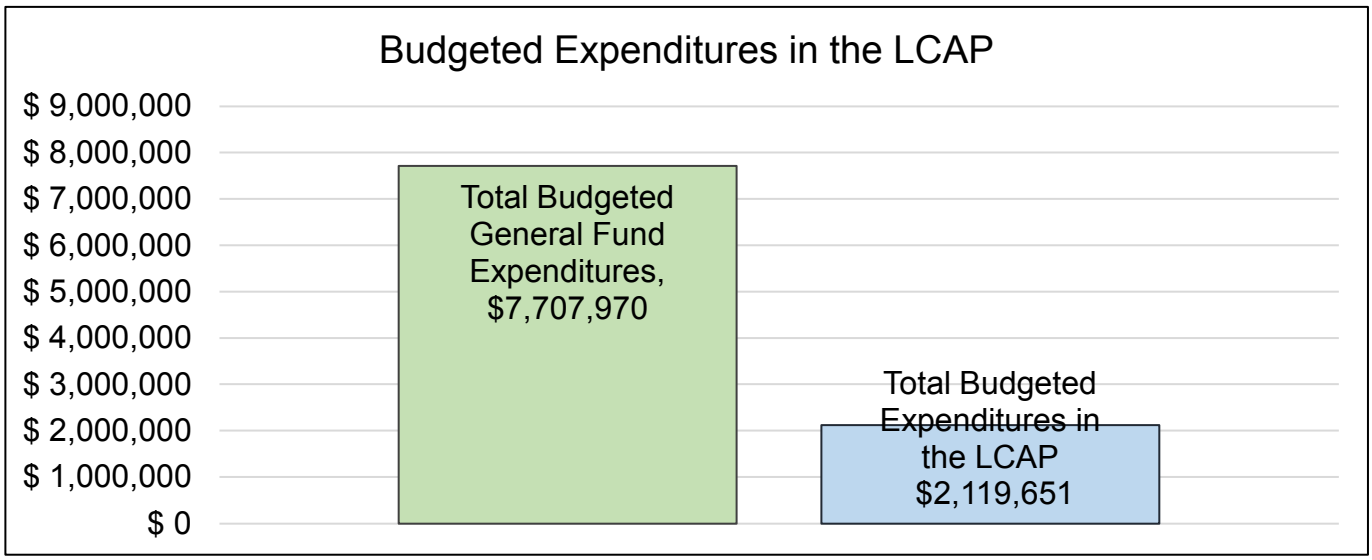


This chart shows the total general purpose revenue Rocketship Los Suenos Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Los Suenos Academy is $7,987,972.10, of which $4,558,693.00 is Local Control Funding Formula (LCFF), $2,679,772.16 is other state funds, $0.00 is local funds, and $749,506.94 is federal funds. Of the $4,558,693.00 in LCFF Funds, $1,201,910.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Los Suenos Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Los Suenos Academy plans to spend $7,707,969.94 for the 2025-26 school year. Of that amount, $2,119,651.17 is tied to actions/services in the LCAP and $5,588,318.78 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

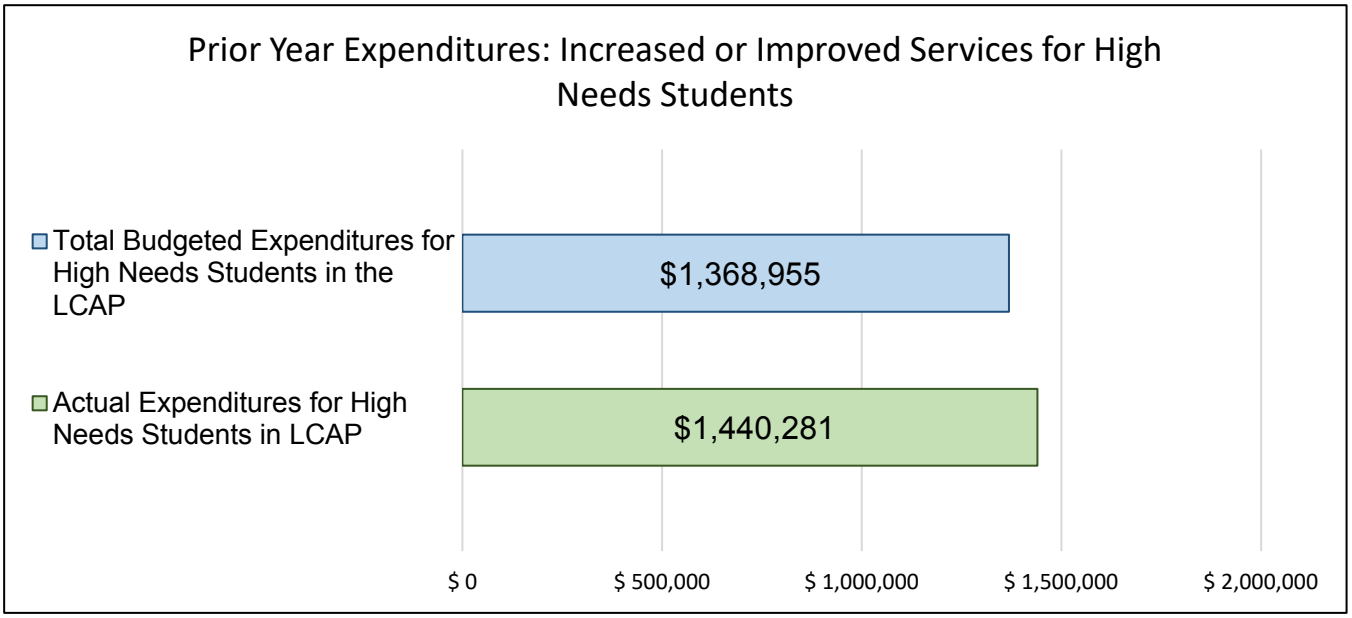
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications,insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Rocketship Los Suenos Academy is projecting it will receive $1,201,910.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Los Suenos Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Los Suenos Academy plans to spend $1,330,259.35 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Rocketship Los Suenos Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Los Suenos Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Rocketship Los Suenos Academy's LCAP budgeted $1,368,955.29 for planned actions to increase or improve services for high needs students. Rocketship Los Suenos Academy actually spent $1,440,281.02 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Los Sueños Academy	Gabriela Gordon, Principal	lossuenos@rsed.org; 408-684-4028

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Los Sueños opened in August 2010, the third Rocketship campus to open in San Jose. The campus serves approximately 355 TK-5 students. Approximately 87.3% of the students are socioeconomically disadvantaged, 18.6% are homeless, 63.1% are English learners, 92.4% are Hispanic/Latinx and 5.1% are Asian. Additionally, 14.4% of students qualify for special education services.

Rocketship Los Sueños operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Los Sueños' instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Los Sueños also operates under the principles that excellent teachers and leaders create transformational schools and engaged families are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities and Rocketship families are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

All Rocketship campuses share four core values -- respect, responsibility, empathy and persistence — and develop a fifth core value as a community. At RLS this fifth core value is community. At Rocketship Los Suenos, our students and their families are committed to making healthy choices for their bodies and minds. We supplement our students' learning by exposing them to concepts of food system sustainability, various forms of physical exercise, growing plants, and visiting the nearby community garden.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Los Sueños which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA

Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Los Sueños based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RLS has identified a success in Mathematics (Green, -20.6). We will build on this success by implementing action 1.1 Personalized Learning.

RLS has identified a success in English Learner Progress Indicator (Blue, 63.3%). We plan to build on this success by implementing action 1.3 Services to Support Multilingual Students..

RLS has identified a success in Suspension Rate Overall (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

2024 Dashboard Reflections

RLS has identified a success in Mathematics (Green, -8.8). We will build on this success by implementing action 1.1 Personalized Learning.

RLS has identified a success in Suspension Rate Overall (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

RLS has identified a need in English Learner Progress (Red, 42.9%). We will address this need by implementing 1.3 Services to Support Multilingual Students.

RLS has identified a need in Chronic Absenteeism for the Homeless student group (Red, 36%). We will address this need by implementing 5.5 Attendance Initiatives and 4.4 Care Corps.

Learning Recovery Emergency Block Grant (LREBG)

RSSP has $181,404 in unexpended LREBG funds for the 2025-26 school year.

The LREBG funded action may be found in Goal 1, Action 2, Special Education Supports.

The RLS needs assessment substantiated findings from the 2024 Dashboard related to student academic needs in Chronic Absenteeism. RLSstudents need tailored supports to remove barriers to success.

Although RLS runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

This falls under the allowable uses of the LREBG funding by integrating evidence-based pupil supports to address other barriers to learning, such as chronic absenteeism. The metric that will be used to track the effectiveness of this action is Chronic Absence rate.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Rocketship Los Sueños Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Rocketship Los Sueños Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Rocketship Los Sueños Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for RLS based on the CA School Dashboard for 2024 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 10/30/24, 1/8/25, 5/20/25. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings (12/17/24, 2/12/25, 5/5/25). Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. Our board meets quarterly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 28, 2025. The LCAP was adopted on June 11, 2025.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos 8/21/24, 10/1/24, 2/12/25. 3/11/25, 5/13/25, community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (3/4-3/21/2025).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings (10/16/24) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (November 18th - December 6th).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In 1.1 Personalized Learning, our teachers indicated they need more training on the Bridges curriculum. We will add training for the summer of 2025. In 1.3 Services to Support Multilingual Students, staff members observed the need to focus on integrated ELD strategies. We will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML

Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students. In 2.1 High Quality Research Based Curriculum, we heard from the feedback from our teachers' Brown Bag sessions that our teachers appreciate the resources and the refinements from 23-24 to 24-25, specifically the guided reading. They wanted to be able to better meet the needs of broad range of students in their classrooms, and introducing these three approaches is meeting those needs. We therefore plan to continue this model in 25-26. We also utilized leader and teacher feedback from the curriculum pilot to inform the adoption of CK Integrated for grades 3-5, and CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place. In 2.2 Professional Development, we received feedback from teachers and leaders on the need for more differentiated p.d. to address teachers' levels of skill and experience. In response, we expanded our new teacher orientation. In 2.4 Instructional Coaching, across the region, the average teacher rating of coaching received was 8.2 out of 10. We therefore plan to maintain our current model of coaching. In 2.5 Teacher Credentialing, beginning in the 2024-25 school year, we launched a new program partnership with Reach University. Through this partnership, we offer a Preliminary Credential Program that provides staff with both an Early Completion option and a traditional two-year pathway to earning their Preliminary Credential. Additionally, we are collaborating with Reach University to support staff in earning their Bachelor's degree in Liberal Studies, equipping them with the necessary skills and meeting equivalency requirements for Basic Skills and Content Knowledge, further preparing them for a career in teaching. In Goal 4, we expanded our Care Corps (action 4.4) service offerings in response to feedback from families regarding their needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups Data Source: CA Dashboard	All Students: 33.3% English Learners: 18.6% Low Income: 31.5% Students with Disabilities: 4.8% Asian: 56.3% Hispanic/Latinx: 30.7% Data Year: 2022-23	All Students: 34.9% English Learners: 19.4% Low Income: 33.6% Students with Disabilities: 0.0% Asian: 66.7% Hispanic/Latinx: 32.7% Data Year: 2023-24	[Insert outcome here]	40% Data Year: 2025-26	All Students: +1.6 English Learners: +.8 Low Income: +2.1 Students with Disabilities: -4.8 Asian: +0.4 Hispanic/Latinx: +2.0 Data Year: 2023-24
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups Data Source: CA Dashboard	All Students: 41.1% English Learners: 23.5% Low Income: 39.0% Students with Disabilities: 9.5% Asian: 75.0 % Hispanic/Latinx: 36.7% Data Year: 2022-23	All Students: 43.0% English Learners: 29.8% Low Income: 43.1% Students with Disabilities: 5.9% Asian: 75.0% Hispanic/Latinx: 41.0% Data Year: 2023-24	[Insert outcome here]	48% Data Year: 2025-26	All Students: +1.9 English Learners: +6.3 Low Income: +4.1 Students with Disabilities: -3.6 Asian: Maintained Hispanic/Latinx: +4.3 Data Year: 2023-24

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: CA Dashboard	All Students: 13.8% Low Income: 15.4% Hispanic/Latinx: 14.8% Data Year: 2022-23	All Students: 10.3% Low Income: 7.7% Hispanic/Latinx: 7.4% Data Year: 2023-24	[Insert outcome here]	15% Data Year: 2025-26	All Students: -3.5 Low Income: -7.7 Hispanic/Latinx:-7.4 Data Year: 2023-24
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	1.04 Years Data Year: 2022-23	1.17 Years Data Year: 2023-24		1.2 Years Data Year: 2026-27	+.13 Data Year: 2023-24
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.15 Years Data Year: 2023-24	1.18 Years Data Year: 2023-24		1.2 Years Data Year: 2026-27	+.03 Data Year: 2023-24
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	2022-23: 63%	2023-24: 42.9%		48% Data Year: 2025-26	-20.1 Data Year: 2023-24

1.7	EL Reclassification Rate Data Source: Internal SIS Demographics Data	4.9% Data Year: 2023-24 (as of 3/29/24)	8.1% Data Year: 2024-25 (as of 4/4/25)		10% Data Year: 2026-27	+3.2 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned. Successes and Challenges: In 1.1 Personalized Learning, we successfully implemented Tier II and utilized MTSS hubs to get the right intervention to all students. The CA team of our network also added a progress monitoring cycle across the entire region to ensure that progress is being captured for all our students. We successfully implemented a new Tier 2 math curriculum called Bridges. It was implemented in small groups within math classrooms. A challenge related to the Bridges curriculum was that although we did initial training, observations showed a need for more teacher training to implement the Bridges curriculum with full fidelity. In 1.3 Services to Support Multilingual Students, we had numerous successes. Our students continued to receive daily DELD instruction that focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. Instructional coaches were able to support the teachers through the use of look fors that delineated the teacher actions necessary for strong instruction. We were able to successfully implement the Interim ELPAC IA to inform instruction to better meet the individual or group needs of our students. Teachers were able to analyze domain specific data to identify the skills and knowledge students needed more practice on. Students also became more familiar with the testing platform and test structure that increased their confidence with taking the Summative ELPAC Assessment. Our schools also conducted ELAC Ambassador equity walks with new or returning representatives to continue the partnership with families of multilingual learners. Through this partnership, schools were able to find opportunities for families to support their students at home and increased family voice around the implementation of multilingual learner programs at their campuses. A challenge in 1.3 was that this year we piloted an ELA content curriculum, Amplify CKLA Integrated. While we had planned for opportunities to embed integrated supports, the implementation needed to be differentiated for the different curricula which required schools to balance the fidelity of the curricula with the supports needed for multilingual learners to access the content.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.5 Rocketship Reads actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math and Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we met our overall target in ELA and approached our target in Math. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address. We began implementing new curricula for reading and math in 2023-24.

Action 1.3 Services to Support Multilingual Students was somewhat effective. In 2024, we had 43% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 8.1%. Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 1.1 Personalized Learning, we updated the action to include additional details on academic intervention curriculum and instruction. We updated 1.3 Services to Support Multilingual Students to include the focus for the coming year. We adjusted the targets of some metrics in response to year one data: CAASPP ELA (38% to 40%), Math (46% to 48%), Science (19% to 15%), ELPI (55% to 48%), Reclassification (15% to 10%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RLS's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.	$310,243 ($132,431 Title I)	Yes

1.2	Special Education Supports (LREBG)	Although RLS runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.	$217,751	No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provided more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.	$43,981	No

1.4	Rocketship Reads	Rocketship Los Suenos will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity. For our emerging readers, we focus on Tier Two reading intervention and Guided Reading to build strong reading fluency and comprehension. For our more advanced readers, this includes engaging them in novel study and book clubs to build transferability and further conceptual understanding of genres. We will focus on developing students' growth mindsets and celebrating student growth.	$55,309	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned. In 2.1, we also rolled out three approaches to reading small group instruction for TK-5:1)foundational skills small group instruction, 2)applied decoding guided reading, and 3)novel studies guided reading. In 2.2, we also had a series of regional p.d. sessions where folks from multiple campuses came together and engaged in p.d. tailored to their content areas. Successes and Challenges: In 2.1 High Quality, Research Based Curriculum, we saw success in the mid-year NWEA Reading results, where across the network we had a 4% increase over the prior year of students moving into the upper third level (67th percentile and above). We saw the most growth in K and 3-5. A related challenge in 2.1 is that we are working on increasing growth for grades 1-2. We may refine our approaches to foundational skills and applied decoding guided reading. In 2.2 Professional Development, a success was that we expanded teacher orientation this year to two days from one day previously, based on teacher input. In 2.2, it has been a challenge to design network wide p.d. to meet the needs of the different schools, given the different curriculum we piloted. We are excited to move everyone to CKLA for next year. Differentiating across a range of teacher experience was also challenging. To address that, we are expanding new teacher orientation from two days to three. In 2.4 Instructional Coaching, a success was that we elevated the resources we have for in the moment coaching around the vision for the different parts of the block and our approaches to in the moment coaching. We refined the "Core Block Look Fors" We launched regional module launches where teachers get together with others from their grade level to plan upcoming units. In 2.5 Teacher Credentialing, a success is that offering staff additional study resources and PTO specifically for credentialing has enabled the region to prioritize testing requirements while ensuring dedicated time for staff to complete their program enrollment requirements. A challenge in 2.5 is that the state has recently introduced CSET exemptions, though only some of our staff qualify. These exemptions help alleviate testing pressures but are limited in availability.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.1 we spent more than budgeted ($9,491) because Core curriculum expenses were higher than anticipated. In 2.3 we spent less than budgeted (-$13,393) because the school was able to utilize internal staff for testing resulting in fewer expenses for external testing substitutes. In 2.4 we spent more than budgeted ($98,224). Instructional coaching is primarily conducted by Assistant Principals. This school had more AP's on staff this year vs. budget, resulting in higher instructional coaching expenses. In 2.5 we spent less than budgeted (-$38,822). A larger number of credentialed teachers were hired, resulting in lower teacher credentialing costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress

toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2.1, we added information about curriculum adoptions for 25-26. In 2.2, we added information about our expanded new teacher orientation. In 2.3 Data Driven Instructional Practices, we updated the list of assessments to reflect current plans and expanded the description of our cycle of data analysis to provide more detail. In 2.5 Teacher Credentialing, we updated the action description to provide additional details on our efforts to support our teachers with credentialing.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RLS curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RLS operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RLS utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 25-26, we will be adopting CK Integrated for grades 3-5, CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place.	$27,227	No

2.2	Professional Development	Professional Development is a critical component of the RLS program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RLS hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RLS has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RLS will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.	$161,404	Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	$47,734	Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RLS teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.	$160,347	No

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests.We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. Rocketship will continue exploring additional credential program partnerships to better support our Education Specialist and PK3 Eligible staff. Our goal is to establish similar partnerships to the one we have with Reach, expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 25-26 school year.	$5,497	No
2.6	Culturally Responsive Pedagogy	RLS is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1 Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	84% Data Year: 2023-24	79% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	-5 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	90% Data Year: 2023-24	94% Data Year: 2024-25	[Insert outcome here]	85% Data Year: 2026-27	+4 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing and Development, we were successful in fully staffing for Operations roles. We successfully completed a new coat on our parking lot. In 3.3 Safety Training, We have implemented additional controlled access on the front door of our campus. All entrants must be buzzed into the front entrance and then check in. We implemented a weekly safety walkthrough where BOM checks all security systems on campus to ensure they are working. We added an emergency survey which acts as a log for all safety incidents on campus. In 3.4 Schoolwide Operational Systems and Routines, Based on our mid-year walkthroughs, we have successfully met expectations for operations systems. Our network successfully tracked check-ins to ensure regular development of Operations Specialists. We conducted training for Operations Specialists on Excel, giving student directions, safety scenarios practice.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.2 we spent less than budgeted (-$29,419) because custodial services expenses have been lower than expected. In 3.3 we spent less than budgeted (-$2,388) because the cost of safety materials was lower than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 79% and % of families feel campus is safe: 94%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.	$410,970	Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	$160,088	No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.	$12,318	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	83% Data Year: 2023-24	83% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	Maintained Data Year: 2024-25
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	All Students: 0% Data Year: 2023-24 (as of 3/29/24)	All Students: 0% Data Year: 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23	100% Data Year: 2023-24		100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned. Successes and Challenges: In 4.1 Enrichment, a success was that the majority of campuses have an Enrichment Center Coordinator (ECC) to support students' exposure and learning of science. Our Science ECCs have access and support in using high quality resources and facilitate student engagement in the work of scientists anchored in activities aligned to the 5 Es (engage, explore, explain, elaborate, and evaluate). A related challenge is both the total number of students our enrichment coordinators are working with each week (at least 200 across 2+ grades) and the limited number of minutes they have to support students. In 4.2 Outdoor Education and Community Experiences,we held successful science camp trips for grades 4 and 5, as measured by early planning and completion with minimal needs to reschedule and network wide average attendance of over 80% of students. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events. In 4.4 Care Corps, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. Across our thirteen CA schools, over 550 Tier III families have been served thanks to their strong partnership. 5,500 Rocketeers have been screened for Vision, Hearing and/or Dental. Rocketship Parent University (RPU) has conducted over 70 parent workshops. Care Closet has served 470 families. A challenge experienced in 4.4 is that implementing SART / RARB requires more additional staff training and support so it is implemented with fidelity and consistency. That is something we are working to address.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 we spent less than budgeted (-$28,210) because we had fewer enrichment center coordinators due to shifts in staffing. In 4.2 we spent more than budgeted ($5,637) because Science camp expenses were higher than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (83%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 87% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 4.4 Care Corps, we updated the action description with additional details on our Care Corps support.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

4.1	Enrichment	Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.	$129,560	Yes
4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$35,022	Yes

4.3	Social Emotional Learning	At Rocketship Los Sueños we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Los Sueños core values: respect, responsibility, persistence, empathy, and leadership. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community. In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.	$102,362	No

		Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: **Food Distribution:** We service 800 families every month across San Jose and East Bay. **Care Closet:** Free clothing families can access either at food distribution sites or on campus. Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). **Health Screenings:** We conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. We partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program	$71,218	No

		Tier II: Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3) Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of

5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	93.2% Data Year: 2023-24 (as of 3/29/24)	92.7% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	94% Data Year: 2026-27	-.5 Data Year: 2024-25
5.2	Chronic Absenteeism rate for all students and all significant subgroups Data Source: SIS Attendance Reports	All Students: 26.1% English Learners: 27.8% Low Income: 25.7% Students with Disabilities:16.4 % Homeless: 34.5% Asian: 0.0% Hispanic/Latinx: 27.2% Data Year: 2023-24	All Students: 24.2% English Learners: 25.1% Low Income: 24.1% Students with Disabilities: 14.6% Homeless: 38.1% Asian: 0.0% Hispanic/Latinx: 25.4% Black: n<10 White: n<10 Data Year: 2024-25	[Insert outcome here]	All Students: 20% Data Year: 2026-27	-1.9 Data Year: 2024-25

5.3	% of parents are involved (% parents on track to complete participation hours) Data Source: Internal HelpCounter Data	98% Data Year 2023-24 (As of 5/3/24)	75% Data Year 2024-25 (As of 4/4/25)	[Insert outcome here]	80% Data Year 2026-27	-23 Data Year 2024-25
5.4	% Home visits completed Data Source: Internal Data	98% Data Year 2023-24	88% Data Year 2024-25 (As of 4/4/25)		95% Data Year 2026-27	-10 Data Year 2024-25
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) Data Source: Annual Parent Survey	89% Data Year 2023-24	94% Data Year 2024-25		90% Data Year 2026-27	+5 Data Year 2024-25

5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) Data Source: Annual Parent Survey	87% Data Year: 2023-24	87% Data Year 2024-25		90% Data Year 2026-27	Maintained Data Year 2024-25
5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Internal Survey	92% Data Year: 2023-24	100% Data Year 2024-25		90% Data Year 2026-27	+8 Data Year 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1 Family Engagement, as part of the summer and beginning of the year, we execute the Day 0-30 plan which outlines key events and specific goals around home visits, orientation, attendance to name a few. The goal as a region for Homevisits was 50% before the first day of school and 90% by December. We were able to achieve 52% by day one of school and 94% by December. Our orientation goal was 90% of all families participating which was also exceeded by all of our schools. We firmly believe that implementing these core practices sets the foundation for a strong partnership and relationship building for families and staff. Families engaging at in person events is a challenge given the variety of families and households that we serve. A challenge in 5.2 is for our school leaders and staff to continue to diversify opportunities that can be tailored to families who may not have the flexibility to participate in person during the day or after school due to work or personal situations. In 5.2 Family Advocacy and Leadership, we were pleased to have our network SSC presidents come together in Regional Advisory Boards--a blend of the SSC leaders and CLOC leaders to share testimony, leadership journey and path to advocacy with the national board of directors. This is an annual opportunity to meet the board, to share and ask questions. It also serves as a yearly pulse check for how we are doing in family advocacy. Our CLOC focused this year on advocating for renewal, engaging trustees on the renewal process, meeting with representatives, organizing at hearings, and leading voter registration drives. Our families in January this year engaged in immigration related topics. We also held an immigration forum on Zoom that featured local advocacy organizations to share resources and information on the topic of immigration. We had over 400 participants. After that event, many families expressed interest in doing more on this topic. We are now launching a Civic Engagement Advocacy Fellowship initiative, honing the skills of civic leadership for families, addressing the question of what does it take to become an influence in the community, a force for change. Then our participants can choose what direction to go with those new skills. In 5.3 School-Family Partnership, we were pleased to have all new to Rocketship staff engage in professional development sessions around family engagement vision, home visit purpose and best practices, family teacher conferences, etc. This year we met our network goals around family engagement metrics such as Homevisits by December 90%+ and Family -Teacher conferences. In 5.3 one challenge we have is around the amount of families who experience hardships that prevent them coming to school and being able to connect them with the appropriate resources. Our Care Corps coordinators do an incredible job already but the needs of our families continue to increase. To solve for this, our Care Corps teams focus on identifying new outside agencies to diversify supports for our families. In 5.5 Los Dichos, a success was how the Los Dichos training equips families with public speaking skills and reading skills to better support their child at home and in the classroom (eg. Hold the book to the side so the children can see the pictures, pause when reading and make eye contact with the students, bring the book to life when reading, ask the students questions for comprehension and to make life connections). One challenge in 5.5 that we have is reaching a spread of 7 grade levels with just two lesson plans per month. The current breakdown is TK-G1 and G2-G5. Next year, we plan to move G2 down with the lower grades to support their understanding. In 5.6 Attendance Initiatives, a success is how our Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. 550 Tier III families have been served thanks to their strong partnership. A challenge in 5.6 is that connecting chronically absent families to long term housing and transportation options has been challenging. Some families do not want to take public transportation. At the network level, we need more training for staff so everyone implements best practices consistently across all schools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.5 we spent less than budgeted (-$14,885) due to fewer expenses identified compared to budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (75%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (88%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (94%). 5.6 Attendance Initiatives was effective Average Daily Attendance (93%), by Chronic Absenteeism rate for all students and all significant subgroups (24% overall).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We updated the action description to provide more detail on our program to address chronic absenteeism. We adjusted the targets for some metrics in response to year one data: ADA (95% to 94%), Chronic Absenteeism (10% to 20%), Parent involvement (90% to 80%), Parent Connectedness (85% to 90%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We believe that families are their student's first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.	$81,710	Yes

		Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus. Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		

5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include: School Site Council (SSC) and English Learner Advisory Committee (ELAC): SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.	$0	No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the Care Corps program, schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$54,192	No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$15,960	No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program **Tier II:** Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3)	$16,758	No

		Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,201,910	$136,981

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.805%	0%	$0	35.805%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2024 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at orange level for ELA (EL -57.6, SED -40) and at green level in Math (EL -24.2, SED --11.6). We had red level performance in 2024 on the English Learner Progress Indicator, with 42.9% of students making progress towards English language proficiency. In 2024-25, our EL Reclassification rate was 8.1% as of 4/4/25. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above).	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

		However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	
3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2024, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2025 survey results showed that 79% of students feel safe on campus and 83% of students feel a sense of connectedness at school. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2025 survey and internal data showed that 94% of parents were satisfied with their school, 75% of parents were involved in their school, 88% of families received home visits. In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Los Sueños Academy is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RLS does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 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 %)
2025-26	$ 3,356,783	$ 1,201,910	35.805%	0.000%	35.805%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,539,893	$ 467,101	$ -	$ 112,658	$ 2,119,651.17	$ 1,612,702	$ 506,949

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	RLS	Ongoing	$ 229,947	$ 80,296	$ 248,203	$ -	$ -	$ 62,040	$ 310,243	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	RLS	Ongoing	$ 91,674	$ 126,077	$ -	$ 216,611	$ -	$ 1,139	$ 217,751	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	RLS	Ongoing	$ 23,463	$ 20,518	$ -	$ -	$ -	$ 43,981	$ 43,981	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RLS	Ongoing	$ 41,388	$ 13,921	$ 55,309	$ -	$ -	$ -	$ 55,309	0.000%
2	1	High quality, research-based curriculum	All	No	LEA-wide	[Input unduplicated student group(s)]	RLS	Ongoing	$ -	$ 27,227	$ 27,227	$ -	$ -	$ -	$ 27,227	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RLS	Ongoing	$ 153,159	$ 8,246	$ 161,404	$ -	$ -	$ -	$ 161,404	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RLS	Ongoing	$ 31,417	$ 16,317	$ 47,734	$ -	$ -	$ -	$ 47,734	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RLS	Ongoing	$ 160,347	$ -	$ 160,347	$ -	$ -	$ -	$ 160,347	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RLS	Ongoing	$ -	$ 5,497	$ -	$ -	$ -	$ 5,497	$ 5,497	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		RLS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RLS	Ongoing	$ 410,970	$ -	$ 410,970	$ -	$ -	$ -	$ 410,970	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		RLS	Ongoing	$ -	$ 160,088	$ 99,139	$ 60,949	$ -	$ -	$ 160,088	0.000%
3	3	Safety Training	All	No	LEA-wide		RLS	Ongoing	$ 6,577	$ 5,740	$ 12,318	$ -	$ -	$ -	$ 12,318	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		RLS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RLS	Ongoing	$ 129,560	$ -	$ 129,560	$ -	$ -	$ -	$ 129,560	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RLS	Ongoing	$ -	$ 35,022	$ 35,022	$ -	$ -	$ -	$ 35,022	0.000%
4	3	Social Emotional Learning		Yes	LEA-wide	All	RLS	Ongoing	$ 102,362	$ -	$ -	$ 102,362	$ -	$ -	$ 102,362	0.000%
4	4	Care Corps	All	No	LEA-wide		RLS	Ongoing	$ 71,218	$ -	$ -	$ 71,218	$ -	$ -	$ 71,218	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RLS	Ongoing	$ 74,210	$ 7,500	$ 81,710	$ -	$ -	$ -	$ 81,710	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide		RLS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide		RLS	Ongoing	$ 54,192	$ -	$ 54,192	$ -	$ -	$ -	$ 54,192	0.000%
5	4	Los Dichos	All	No	LEA-wide		RLS	Ongoing	$ 15,960	$ -	$ -	$ 15,960	$ -	$ -	$ 15,960	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide		RLS	Ongoing	$ 16,258	$ 500	$ 16,758	$ -	$ -	$ -	$ 16,758	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,356,783	$ 1,201,910	35.805%	0.000%	35.805%	$ 1,330,259	0.000%	39.629%	**Total:**	$ 1,330,259
								LEA-wide Total:	$ 1,330,259
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RLS	$ 248,203	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RLS	$ 55,309	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RLS	$ 161,404	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RLS	$ 47,734	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RLS	$ 160,347	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RLS	$ 410,970	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RLS	$ 129,560	0.000%
4	2	Outdoor Education and Community Experi	Yes	LEA-wide	All	RLS	$ 35,022	0.000%
4	3	Social Emotional Learning	Yes	LEA-wide	All	RLS	$ -	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RLS	$ 81,710	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,381,318.78	$ 2,342,577.41

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	$ 329,207	$ 322,413
1	2	Special Education Supports	No	$ 351,291	$ 327,825
1	3	Services to Support Multilingual Students	No	$ 32,538	$ 33,636
1	4	Rocketship Reads	Yes	$ 67,148	$ 70,749
2	1	High quality, research-based curriculum	No	$ 35,870	$ 45,361
2	2	Professional Development	Yes	$ 181,537	$ 199,586
2	3	Data Driven Instructional Practices	Yes	$ 61,867	$ 48,474
2	4	Instructional Coaching	Yes	$ 110,277	$ 208,501
2	5	Teacher Credentialing	No	$ 48,783	$ 9,961
2	6	Culturally Responsive Pedagogy	No	$ -	$ -
3	1	Operations Staffing & Development	Yes	$ 450,841	$ 432,986
3	2	Facilities Maintenance	No	$ 178,285	$ 148,866
3	3	Safety Training	No	$ 13,788	$ 11,400
3	4	School-wide Operational Systems & Routines	No	$ -	$ -
4	1	Enrichment	Yes	$ 108,966	$ 80,756
4	2	Outdoor Education and Community Experiences	Yes	$ 24,848	$ 30,485
4	3	Social Emotional Learning	Yes	$ 99,438	$ 95,327
4	4	Care Corps	No	$ 78,791	$ 81,185
5	1	Family Engagement	Yes	$ 88,912	$ 90,554
5	2	Family Advocacy and Leadership	No	$ -	$ -
5	3	School-Family Partnership	No	$ 53,141	$ 53,132
5	4	Los Dichos	No	$ 18,527	$ 18,999
5	5	Attendance Initiatives	No	$ 47,264	$ 32,379

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,126,752	$ 1,368,955	$ 1,440,281	$ (71,326)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	$ 274,559	$278,189	0.000%	0.000%
1	4	Rocketship Reads	Yes	$ 67,148	$70,749	0.000%	0.000%
2	2	Professional Development	Yes	$ 181,537	$199,586	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	$ 61,867	$48,474	0.000%	0.000%
2	4	Instructional Coaching	Yes	$ 110,277	$208,501	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	$ 450,841	$432,986	0.000%	0.000%
4	1	Enrichment	Yes	$ 108,966	$80,756	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	$ 24,848	$30,485	0.000%	0.000%
4	3	Social Emotional Learning	Yes	$ -		0.000%	0.000%
5	1	Family Engagement	Yes	$ 88,912	$90,554	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,138,057	$ 1,126,752	0.000%	35.906%	$ 1,440,281	0.000%	45.897%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

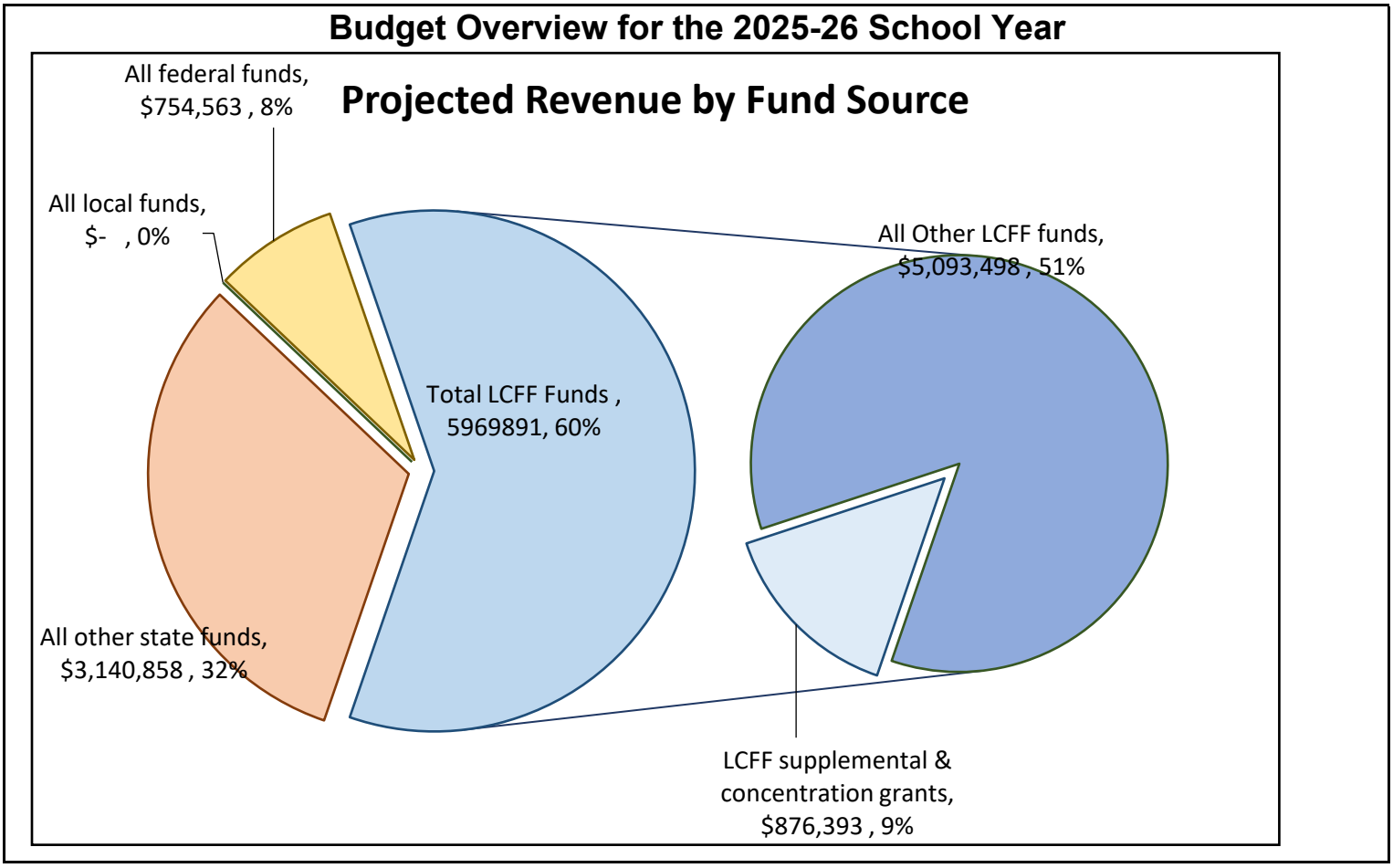
Local Educational Agency (LEA) Name: Rocketship Mateo Sheedy Elementary

CDS Code: 43-10439-0113704

School Year: 2025-26

LEA contact information: Benjamin Carson501-258-7831bcarson@rsed.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

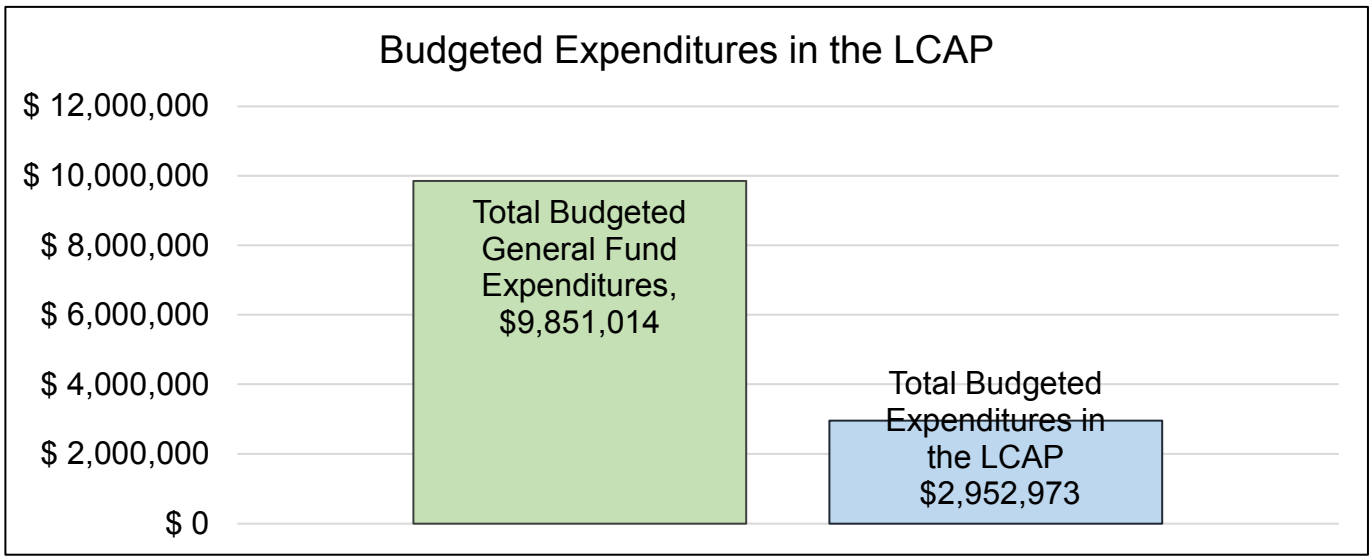


This chart shows the total general purpose revenue Rocketship Mateo Sheedy Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Mateo Sheedy Elementary is $9,865,311.69, of which $5,969,891.00 is Local Control Funding Formula (LCFF), $3,140,857.59 is other state funds, $0.00 is local funds, and $754,563.10 is federal funds. Of the $5,969,891.00 in LCFF Funds, $876,393.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Mateo Sheedy Elementary plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Mateo Sheedy Elementary plans to spend $9,851,014.12 for the 2025-26 school year. Of that amount, $2,952,973.19 is tied to actions/services in the LCAP and $6,898,040.93 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

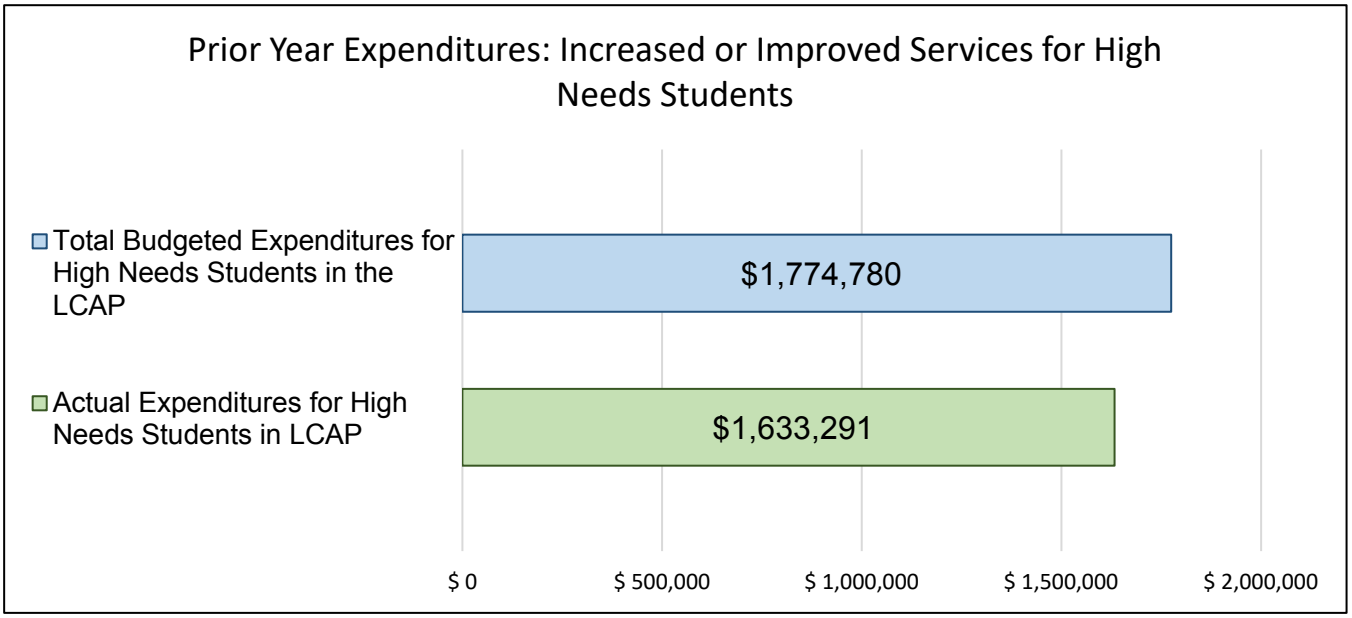
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications,insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Rocketship Mateo Sheedy Elementary is projecting it will receive $876,393.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Mateo Sheedy Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Mateo Sheedy Elementary plans to spend $1,653,163.44 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Rocketship Mateo Sheedy Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Mateo Sheedy Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Rocketship Mateo Sheedy Elementary's LCAP budgeted $1,774,779.68 for planned actions to increase or improve services for high needs students. Rocketship Mateo Sheedy Elementary actually spent $1,633,291.14 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $141,488.54 had the following impact on Rocketship Mateo Sheedy Elementary's ability to increase or improve services for high needs students:

We received less than projected in supplemental/concentration funds ($786,754), and we spent $1,633,291. The actions were implemented as planned.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Mateo Sheedy	Courtney English, Principal	mateosheedy@rsed.org; (408) 268-3330

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Mateo Sheedy opened in August 2007 as the first Rocketship campus in San Jose. It opened inside a San Jose church and soon relocated to its permanent campus on Locust Street in downtown San Jose. It currently serves 486 students in grades TK-5. Approximately 78.8% of the students are socioeconomically disadvantaged, 13.2% are Homeless Youth, 61.1% are English learners, 82.5% are Hispanic/Latinx, 10.3% are African American. Additionally, 7.4% of students qualify for special education services.

Rocketship Mateo Sheedy operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Mateo Sheedy's instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Mateo Sheedy also operates under the principles that excellent teachers and leaders create transformational schools and engaged families are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities and Rocketship families are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

Rocketship Mateo Sheedy operates with four core values: respect, responsibility, empathy and persistence. These core values are reinforced in all aspects of Rocketeers' school day, whether they're participating in a core value read aloud, earning "rockets" for demonstrating core values or sharing their core value grades with their families during report card season.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Mateo Sheedy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these

requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Mateo Sheedy based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

This school has no unexpended Learning Recovery Emergency Block Grant Funds.

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RMS has identified a success in Suspension Rate Overall (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

RMS has identified a success in Mathematics (Green, -21.3). We will build on this success by implementing action 1.1 Personalized Learning.

2024 Dashboard Reflections

RMS has identified a success in Suspension Rate Overall (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

RMS has identified a success in ELPI (Green, 45.9%). We will build on this success by implementing action 1.4 Services to Support Multilingual Students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Rocketship Mateo Sheedy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Rocketship Mateo Sheedy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Rocketship Mateo Sheedy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for RMS based on the CA School Dashboard for 2024 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on October 17th, 2024, January 16th, 2025, May 8th, 2025, & June 4th, 2025. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings (12/17/24, 2/12/25, 5/5/25). Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. Our board meets quarterly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 28, 2025. The LCAP was adopted on June 11, 2025.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (August 19th, September 16th, December 2nd, January 15th, February 12th, March 5th, April 15th, May 7th, & June 4th 2025), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (3/4-3/21/2025).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Chat and Chew feedback meetings (November 12th, 2024 & March 26th, 2025) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (November 18th - December 6th).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In 1.1 Personalized Learning, our teachers indicated they need more training on the Bridges curriculum. We will add training for the summer of 2025. In 1.3 Services to Support Multilingual Students, staff members observed the need to focus on integrated ELD strategies. We will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students. In 2.1 High Quality Research Based Curriculum, we heard from the feedback from our teachers' Brown Bag sessions that our teachers appreciate the resources and the refinements from 23-24 to 24-25, specifically the guided reading. They wanted to be able to better meet the needs of broad range of students in their classrooms, and introducing these three approaches is meeting those needs. We therefore plan to continue this model in 25-26. We also utilized leader and teacher feedback from the curriculum pilot to inform the adoption of CK Integrated for grades 3-5, and CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place. In 2.2 Professional Development, we received feedback from teachers and leaders on the need for more differentiated p.d. to address teachers' levels of skill and experience. In response, we expanded our new teacher orientation. In 2.4 Instructional Coaching, across the region, the average teacher rating of coaching received was 8.2 out of 10. We therefore plan to maintain our current model of coaching. In 2.5 Teacher Credentialing, beginning in the 2024-25 school year, we launched a new program partnership with Reach University. Through this partnership, we offer a Preliminary Credential Program that provides staff with both an Early Completion option and a traditional two-year pathway to earning their Preliminary Credential. Additionally, we are collaborating with Reach University to support staff in earning their Bachelor's degree in Liberal Studies, equipping them with the necessary skills and meeting equivalency requirements for Basic Skills and Content Knowledge, further preparing them for a career in teaching. In Goal 4, we expanded our Care Corps (action 4.4) service offerings in response to feedback from families regarding their needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 40.5% English Learners: 18.1% Low Income: 39.3% Students with Disabilities: 9.5% Black or African American: 53.9% Hispanic/Latinx: 36.0% Data Year: 2022-23	All Students: 43.9% English Learners: 25.8% Low Income: 41.8% Students with Disabilities: 16.7% Black or African American: 72.2% Hispanic/Latinx: 38.6% Data Year: 2023-24	[Insert outcome here]	49% Data Year: 2025-26	All Students: +3.4 English Learners: +7.7 Low Income: +2.5 Students with Disabilities: +7.2 Black or African American: +19.3 Hispanic/Latinx: +2.6 Data Year: 2023-24
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 42.6% English Learners: 27.1 % Low Income: 39.3% Students with Disabilities: 20.0% Black or African American: 65.4% Hispanic/Latinx: 37.4% Data Year: 2022-23	All Students: 41.8% English Learners: 29.4% Low Income: 39.6% Students with Disabilities: 11.1% Black or African American: 72.2% Hispanic/Latinx: 36.8% Data Year: 2023-24	[Insert outcome here]	47% Data Year: 2025-26	All Students: -0.8 English Learners: +2.3 Low Income: +0.3 Students with Disabilities: +0.3 Black or African American: +6.8 Hispanic/Latinx: -0.6 Data Year: 2023-24

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students:35.8% English Learners: 6.3% Low Income: 32.7% Hispanic/Latinx: 36.4% Data Year: 2022-23	All Students: 21.0% English Learners: 0.0% Low Income: 19.6% Hispanic/Latinx: 19.0% Data Year: 2023-24	[Insert outcome here]	26% Data Year: 2025-26	All Students: -14.8 English Learners: -6.3 Low Income: -13.1 Hispanic/Latinx: -17.4 Data Year: 2023-24
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	1.09 Years Data Year: 2023-24	1.19 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+.1 Data Year: 2024-25
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.14 Years Data Year: 2023-24	1.23 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+.9 Data Year: 2024-25
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	2022-23: 43%	2023-24: 45.9%		51% Data Year: 2025-26	+2.9 Data Year: 2023-24

1.7	EL Reclassification Rate Data Source: SIS Demographics Data	6.1% Data Year: 2023-24 (as of 3/29/24)	6.4% Data Year: 2024-25 (as of 4/4/25)		8% Data Year: 2026-27	+.3 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned except our supports for newcomers increased by adding a new role, Multilingual Learner Specialists, that provided additional direct services to newcomer students. Multilingual Learner Specialists used a Newcomer curriculum to not only support with English language acquisition, but to also address the social emotional needs of students entering a new country and learning environment. Upper grade students received foundational skills instruction and practice to increase their reading skills. Specialists were also able to use students' home language (L1) to support learning the English language (L2) by providing instructions in the students home language and explicitly teaching any cross language connections. Successes and Challenges: In 1.1 Personalized Learning, we successfully implemented Tier II and utilized MTSS hubs to get the right intervention to all students. The CA team of our network also added a progress monitoring cycle across the entire region to ensure that progress is being captured for all our students. We successfully implemented a new Tier 2 math curriculum called Bridges. It was implemented in small groups within math classrooms. A challenge related to the Bridges curriculum was that although we did initial training, observations showed a need for more teacher training to implement the Bridges curriculum with full fidelity. In 1.2 we have moderate/severe special education supports, and we are seeing our students in the program meet their goals. In 1.3 Services to Support Multilingual Students, we had numerous successes. We have ELD happening not just in Humanities but also in STEM. Our students continued to receive daily DELD instruction that focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. Instructional coaches were able to support the teachers through the use of look fors that delineated the teacher actions necessary for strong instruction. We were able to successfully implement the Interim ELPAC IA to inform instruction to better meet the individual or group needs of our students. Teachers were able to analyze domain specific data to identify the skills and knowledge students needed more practice on. Students also became more familiar with the testing platform and test structure that increased their confidence with taking the Summative ELPAC Assessment. Our schools also conducted ELAC Ambassador equity walks with new or returning representatives to continue the partnership with families of multilingual learners. Through this partnership, schools were able to find opportunities for families to support their students at home and increased family voice around the implementation of multilingual learner programs at their campuses. In 1.4, we had a successful p.d. on how to administer DIBELS correctly, and we had a new curriculum in CKLA. A challenge was that with new teachers and mid-year hires, it was difficult to get them up to speed quickly on the instructional model and resources.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.3 we spent more than budgeted ($11,653) because Rocketship hired additional ELL staff (multilingual support specialists) due to the need for additional support for ELL students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.5 Rocketship Reads actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we met our target in Math and approached it in Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we approached our targets in Math and ELA. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address.

Action 1.3 Services to Support Multilingual Students was somewhat effective. In 2024, we had 46% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 6.4%. Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 1.1 Personalized Learning, we updated the action to include additional details on academic intervention curriculum and instruction. We updated 1.3 Services to Support Multilingual Students to include the focus for the coming year. We adjusted the targets of some metrics in response to year one data: CAASPP ELA (45% to 49%), Math (48% to 47%), Science (41% to 26%), ELPI (55% to 51%), Reclassification (15% to 8%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RMS's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.	$595,829 ($155,118 Title I)	Yes

1.2	Special Education Supports	Although RMS runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.	$330,813	No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting to engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.	$58,132	No

1.4	Rocketship Reads	Rocketship Mateo Sheedy will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity, celebrating reading growth on DIBELS reading assessments, and incorporating reading into social emotional learning. We will engage parents in the reading campaign to make sure that students are able to practice at school and at home.	$95,648	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.2	Number/% of total and EL teachers credentialed & properly assigned Internal Staffing Data Tracker	100% Data Year: 2022-23 Data Source:	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26 Data Source:	Maintained Data Year: 2023-24
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned. In 2.1, we also rolled out three approaches to reading small group instruction for TK-5:1)foundational skills small group instruction, 2)applied decoding guided reading, and 3)novel studies guided reading. In 2.2, we also had a series of regional p.d. sessions where folks from multiple campuses came together and engaged in p.d. tailored to their content areas. Successes and Challenges: In 2.1 High Quality, Research Based Curriculum, we saw success in the mid-year NWEA Reading results, where across the network we had a 4% increase over the prior year of students moving into the upper third level (67th percentile and above). We saw the most growth in K and 3-5. A related challenge in 2.1 is that we are working on increasing growth for grades 1-2. We may refine our approaches to foundational skills and applied decoding guided reading. In 2.2 Professional Development, a success was that we expanded teacher orientation this year to two days from one day previously, based on teacher input. In 2.2, it has been a challenge to design network wide p.d. to meet the needs of the different schools, given the different curriculum we piloted. We are excited to move everyone to CKLA for next year. Differentiating across a range of teacher experience was also challenging. To address that, we are expanding new teacher orientation from two days to three. In 2.4 Instructional Coaching, a success was that we elevated the resources we have for in the moment coaching around the vision for the different parts of the block and our approaches to in the moment coaching. We refined the "Core Block Look Fors" We launched regional module launches where teachers get together with others from their grade level to plan upcoming units. In 2.5 Teacher Credentialing, a success is that offering staff additional study resources and PTO specifically for credentialing has enabled the region to prioritize testing requirements while ensuring dedicated time for staff to complete their program enrollment requirements. A challenge in 2.5 is that the state has recently introduced CSET exemptions, though only some of our staff qualify. These exemptions help alleviate testing pressures but are limited in availability. In 2.6 we are continuing the conversations around DEI as it relates to the work we do and have established a partnership with a sister school, RSA around Culturally Relevant Pedagogy this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.1 we spent more than budgeted($14,387) because Core curriculum expenses were higher than anticipated. In 2.4 we spent less than budgeted (-$78,836). Instructional coaching is primarily conducted by Assistant Principals. This school had fewer AP's on staff this year vs. budget, resulting in lower instructional coaching expenses. In 2.5 we spent less than budgeted (-$21,015). A larger number of credentialed teachers were hired, resulting in lower teacher credentialing costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2.1, we added information about curriculum adoptions for 25-26. In 2.2, we added information about our expanded new teacher orientation. In 2.3 Data Driven Instructional Practices, we updated the list of assessments to reflect current plans and expanded the description of our cycle of data analysis to provide more detail. In 2.5 Teacher Credentialing, we updated the action description to provide additional details on our efforts to support our teachers with credentialing.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RMS curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RMS operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RMS utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 25-26, we will be adopting CK Integrated for grades 3-5, CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place.	$35,000	No

2.2	Professional Development	Professional Development is a critical component of the RMS program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RMS hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund [School] has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RMS will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.	$209,966	Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	$65,290	Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RMS teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.	$224,248	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests.We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. Rocketship will continue exploring additional credential program partnerships to better support our Education Specialist and PK3 Eligible staff. Our goal is to establish similar partnerships to the one we have with Reach, expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 25-26 school year.	$8,351	No
2.6	Culturally Responsive Pedagogy	RMS is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1 Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard iAuditor Internal Data	100% Data Year: 2022-23 Data Source:	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	79% Data Year: 2023-24	78% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	-1 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	93% Data Year: 2023-24	92% Data Year: 2024-25	[Insert outcome here]	85% Data Year: 2026-27	-1 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing and Development, we were successful in fully staffing for Operations roles, but retention is a concern going into the next year. . In 3.2 Facilities Maintenance, a success was that we completely repainted our indoors. In 3.3 Safety Training, We have implemented additional controlled access on the front door of our campus. All entrants must be buzzed into the front entrance and then check in. We implemented a weekly safety walkthrough where BOM checks all security systems on campus to ensure they are working. We added an emergency survey which acts as a log for all safety incidents on campus. In 3.4 Schoolwide Operational Systems and Routines, Based on our mid-year walkthroughs, we have successfully met expectations for operations systems. We are proud of our work to make sure our building is safe and beautiful and providing solid operational systems. Our network successfully tracked check-ins to ensure regular development of Operations Specialists. We conducted training for Operations Specialists on Excel, giving student directions, safety scenarios practice.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 78% and % of families feel campus is safe: 92%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 3.2 we spent less than budgeted (-$33,629) because custodial services expenses have been lower than expected. In 3.3 we spent less than budgeted (-$7,373) because the cost of safety materials was lower than expected.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.	$439,570	Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	$235,305	No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.	$15,298	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	82% Data Year: 2023-24	83% Data Year: 2024-25 (as of 4/4/25	[Insert outcome here]	75% Data Year: 2026-27	+1 Data Year: 2024-25
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Attendance Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Attendance Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23	100% Data Year: 2023-24		100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned. Successes and Challenges: In 4.1 Enrichment, a success was that the majority of campuses have an Enrichment Center Coordinator (ECC) to support students' exposure and learning of science. Our Science ECCs have access and support in using high quality resources and facilitate student engagement in the work of scientists anchored in activities aligned to the 5 Es (engage, explore, explain, elaborate, and evaluate). A related challenge is both the total number of students our enrichment coordinators are working with each week (at least 200 across 2+ grades) and the limited number of minutes they have to support students. In 4.2 Outdoor Education and Community Experiences,we held successful science camp trips for grades 4 and 5, as measured by early planning and completion with minimal needs to reschedule and network wide average attendance of over 80% of students. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events. In 4.4 Care Corps, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. Across our thirteen CA schools, over 550 Tier III families have been served thanks to their strong partnership. 5,500 Rocketeers have been screened for Vision, Hearing and/or Dental. Rocketship Parent University (RPU) has conducted over 70 parent workshops. Care Closet has served 470 families. Housing was one of the biggest needs we identified among families, and we were able to help with some resources. A challenge experienced in 4.4 is that implementing SART / RARB requires more additional staff training and support so it is implemented with fidelity and consistency. That is something we are working to address. It is also challenging when long-term illness causes absences for students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 we spent less than budgeted (-$51,755)because we had fewer enrichment center coordinators due to shifts in staffing.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (83%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 86% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 4.4 Care Corps, we updated the action description with additional details on our Care Corps support.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	Enrichment is a critical component of a students’ education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.	$129,560	Yes

4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$53,206	Yes

4.3	Social Emotional Learning	At Rocketship Mateo Sheedy we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Mateo Sheedy core values: respect, responsibility, persistence, and empathy. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community. In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.	$155,512	No

		Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: **Food Distribution:** We service 800 families every month across San Jose and East Bay. **Care Closet:** Free clothing families can access either at food distribution sites or on campus. Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). **Health Screenings:** We conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. We partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program	$108,196	No

		Tier II: Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3) Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of

5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	93.4% Data Year: 2023-24 (as of 3/29/24)	91.9% Data Year: 2024-25 (as of 4/4/25	[Insert outcome here]	94% Data Year: 2026-27	-1.5 Data Year: 2024-25

5.2	Chronic Absenteeism rate for all students and all significant subgroups Data Source: SIS Attendance Reports	All Students: 20% English Learners: 20.4% Low Income: 21.2% Students with Disabilities: 16.3% Homeless: 29.2% Asian: 16.7% Black or African American: 9.1% Hispanic/Latinx: 22.1% White: 0.0% Data Year: 2023-24 (as of 3/29/24)	All Students: 28.2% English Learners: 27.8% Low Income: 27.6% Students with Disabilities: 19.1% Homeless: 36.6% Asian: 31.3% Black or African American: 6.3% Hispanic/Latinx: 31.3% White: 8.3% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	All Students: 20% Data Year: 2026-27	+8.2 Data Year: 2024-25
5.3	% of parents are involved (% parents on track to complete participation hours) Data Source: Internal HelpCounter Data	88% Data Year 2023-24 (As of 5/3/24)	52% Data Year: 2024-25 (as of 4/4/25	[Insert outcome here]	57% Data Year 2026-27	-36 Data Year: 2024-25

5.4	% Home visits completed Data Source: Internal Data	92% Data Year 2023-24	83% Data Year: 2024-25 (as of 4/4/25		95% Data Year 2026-27	-9 Data Year: 2024-25
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) Data Source: Annual Parent Survey	88% Data Year 2023-24	85% Data Year 2024-25		90% Data Year 2026-27	-3 Data Year: 2024-25
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) Data Source: Annual Parent Survey	86% Data Year: 2023-24	76% Data Year 2024-25		90% Data Year 2026-27	-10 Data Year: 2024-25

5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parent Survey	95% Data Year: 2023-24	100% Data Year 2024-25		90% Data Year 2026-27	+5 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1 Family Engagement, as part of the summer and beginning of the year, we execute the Day 0-30 plan which outlines key events and specific goals around home visits, orientation, attendance to name a few. The goal as a region for Homevisits was 50% before the first day of school and 90% by December. We were able to achieve 52% by day one of school and 94% by December. Our orientation goal was 90% of all families participating which was also exceeded by all of our schools. We firmly believe that implementing these core practices sets the foundation for a strong partnership and relationship building for families and staff. Families engaging at in person events is a challenge given the variety of families and households that we serve. A challenge in 5.2 is for our school leaders and staff to continue to diversify opportunities that can be tailored to families who may not have the flexibility to participate in person during the day or after school due to work or personal situations. In 5.2 Family Advocacy and Leadership, we were pleased to have our network SSC presidents come together in Regional Advisory Boards--a blend of the SSC leaders and CLOC leaders to share testimony, leadership journey and path to advocacy with the national board of directors. This is an annual opportunity to meet the board, to share and ask questions. It also serves as a yearly pulse check for how we are doing in family advocacy. Our CLOC focused this year on advocating for renewal, engaging trustees on the renewal process, meeting with representatives, organizing at hearings, and leading voter registration drives. Our families in January this year engaged in immigration related topics. We also held an immigration forum on Zoom that featured local advocacy organizations to share resources and information on the topic of immigration. We had over 400 participants. After that event, many families expressed interest in doing more on this topic. We are now launching a Civic Engagement Advocacy Fellowship initiative, honing the skills of civic leadership for families, addressing the question of what does it take to become an influence in the community, a force for change. Then our participants can choose what direction to go with those new skills. In 5.3 School-Family Partnership, we were pleased to have all new to Rocketship Staff engage in professional development sessions around family engagement vision, home visit purpose and best practices, family teacher conferences, etc. This year we met our network goals around family engagement metrics such as Homevisits by December 90%+ and Family -Teacher conferences. We are proud of how our teachers served as advocacy champions, learning how to represent RMS. We supported our sister schools with the most students attending

renewal hearings of other schools. We feel this shows a strong level of school-family partnership. In 5.3 one challenge we have is around the amount of families who experience hardships that prevent them coming to school and being able to connect them with the appropriate resources. Our Care Corps coordinators do an incredible job already but the needs of our families continue to increase. To solve for this, our Care Corps teams focus on identifying new outside agencies to diversify supports for our families. In 5.5 Los Dichos, a success was how the Los Dichos training equips families with public speaking skills and reading skills to better support their child at home and in the classroom (eg. Hold the book to the side so the children can see the pictures, pause when reading and make eye contact with the students, bring the book to life when reading, ask the students questions for comprehension and to make life connections). One challenge in 5.5 that we have is reaching a spread of 7 grade levels with just two lesson plans per month. The current breakdown is TK-G1 and G2-G5. Next year, we plan to move G2 down with the lower grades to support their understanding. In 5.6 Attendance Initiatives, a success is how our Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. 550 Tier III families have been served thanks to their strong partnership. A challenge in 5.6 is that connecting chronically absent families to long term housing and transportation options has been challenging. Some families do not want to take public transportation. At the network level, we need more training for staff so everyone implements best practices consistently across all schools. We have been continuing celebrations for student success in attendance. We also held P.D. around absenteeism and truancy meetings to help families understand the impact of attendance. We worked to make the beginning the of school day more fun so kids want to hurry up and get to school.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.5 we spent less than budgeted (-$15,153) due to fewer expenses identified compared to budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were somewhat effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (52%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (83%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (85%). 5.6 Attendance Initiatives was effective Average Daily Attendance (91.9%), by Chronic Absenteeism rate for all students and all significant subgroups (28.2% overall).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We updated the action description to provide more detail on our program to address chronic absenteeism. We updated targets of some metrics based on year one data: ADA (95% to 94%), Chronic Absenteeism (10% to 20%), Parent Involvement (90% to 57%), Parent Satisfaction (88% to 90%), Parent Connectedness (85% to 90%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We believe that families are their student's first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.	$97,851	Yes

		Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus. Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		

5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include: School Site Council (SSC) and English Learner Advisory Committee (ELAC): SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.	$0	No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the Care Corps program, schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$54,192	No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$24,247	No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program **Tier II:** Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3)	$16,758	No

		Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$876,393	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.206%	0%	$0	17.206%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2024 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that the English Learner group is at orange level for ELA (-49.3) and the Socioeconomically Disadvantaged group is at yellow (-29.6) In Math both groups are at orange level (EL -42.5, SED -32.6). We had green level performance in 2024 on the English Learner Progress Indicator, with 45.9% of students making progress towards English language proficiency. In 2024-25, our EL Reclassification rate was 6.4% as of 4/4/25. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above).	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

		However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	
3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2024, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2025 survey results showed that 78% of students feel safe on campus and 83% of students feel a sense of connectedness at school. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2025 survey and internal data showed that 85% of parents were satisfied with their school, 52% of parents were involved in their school, 83% of families received home visits. In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 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 %)
2025-26	$ 5,093,498	$ 876,393	17.206%	0.000%	17.206%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,916,392	$ 710,362	$ -	$ 326,219	$ 2,952,973.19	$ 2,245,966	$ 707,007

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	RMS	Ongoing	$ 509,897	$ 85,932	$ 337,824	$ -	$ -	$ 258,005	$ 595,829	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	RMS	Ongoing	$ 139,274	$ 191,539	$ -	$ 329,083	$ -	$ 1,731	$ 330,813	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	RMS	Ongoing	$ 35,646	$ 22,486	$ -	$ -	$ -	$ 58,132	$ 58,132	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RMS	Ongoing	$ 74,498	$ 21,149	$ 95,648	$ -	$ -	$ -	$ 95,648	0.000%
2	1	High quality, research-based curriculum	All	No	LEA-wide	[Input unduplicated student group(s)]	RMS	Ongoing	$ -	$ 35,000	$ 35,000	$ -	$ -	$ -	$ 35,000	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RMS	Ongoing	$ 197,439	$ 12,527	$ 209,966	$ -	$ -	$ -	$ 209,966	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RMS	Ongoing	$ 40,500	$ 24,790	$ 65,290	$ -	$ -	$ -	$ 65,290	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RMS	Ongoing	$ 224,248	$ -	$ 224,248	$ -	$ -	$ -	$ 224,248	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RMS	Ongoing	$ -	$ 8,351	$ -	$ -	$ -	$ 8,351	$ 8,351	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		RMS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RMS	Ongoing	$ 439,570	$ -	$ 439,570	$ -	$ -	$ -	$ 439,570	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		RMS	Ongoing	$ -	$ 235,305	$ 141,981	$ 93,324	$ -	$ -	$ 235,305	0.000%
3	3	Safety Training	All	No	LEA-wide		RMS	Ongoing	$ 6,577	$ 8,721	$ 15,298	$ -	$ -	$ -	$ 15,298	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		RMS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RMS	Ongoing	$ 129,560	$ -	$ 129,560	$ -	$ -	$ -	$ 129,560	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RMS	Ongoing	$ -	$ 53,206	$ 53,206	$ -	$ -	$ -	$ 53,206	0.000%
4	3	Social Emotional Learning		Yes	LEA-wide	All	RMS	Ongoing	$ 155,512	$ -	$ -	$ 155,512	$ -	$ -	$ 155,512	0.000%
4	4	Care Corps	All	No	LEA-wide		RMS	Ongoing	$ 108,196	$ -	$ -	$ 108,196	$ -	$ -	$ 108,196	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RMS	Ongoing	$ 90,351	$ 7,500	$ 97,851	$ -	$ -	$ -	$ 97,851	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide		RMS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide		RMS	Ongoing	$ 54,192	$ -	$ 54,192	$ -	$ -	$ -	$ 54,192	0.000%
5	4	Los Dichos	All	No	LEA-wide		RMS	Ongoing	$ 24,247	$ -	$ -	$ 24,247	$ -	$ -	$ 24,247	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide		RMS	Ongoing	$ 16,258	$ 500	$ 16,758	$ -	$ -	$ -	$ 16,758	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,093,498	$ 876,393	17.206%	0.000%	17.206%	$ 1,653,163	0.000%	32.456%	**Total:**	$ 1,653,163
								LEA-wide Total:	$ 1,653,163
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RMS	$ 337,824	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RMS	$ 95,648	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RMS	$ 209,966	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RMS	$ 65,290	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RMS	$ 224,248	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RMS	$ 439,570	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RMS	$ 129,560	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	All	RMS	$ 53,206	0.000%
4	3	Social Emotional Learning	Yes	LEA-wide	All	RMS	$ -	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RMS	$ 97,851	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,235,362.94	$ 3,090,386.71

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	$ 554,490	$ 561,839
1	2	Special Education Supports	No	$ 566,600	$ 566,552
1	3	Services to Support Multilingual Students	No	$ 37,632	$ 49,285
1	4	Rocketship Reads	Yes	$ 90,131	$ 89,692
2	1	High quality, research-based curriculum	No	$ 42,703	$ 57,090
2	2	Professional Development	Yes	$ 215,764	$ 218,897
2	3	Data Driven Instructional Practices	Yes	$ 83,361	$ 76,625
2	4	Instructional Coaching	Yes	$ 223,254	$ 144,418
2	5	Teacher Credentialing	No	$ 31,783	$ 10,768
2	6	Culturally Responsive Pedagogy	No	$ -	$ -
3	1	Operations Staffing & Development	Yes	$ 421,150	$ 446,154
3	2	Facilities Maintenance	No	$ 268,367	$ 234,738
3	3	Safety Training	No	$ 19,142	$ 11,769
3	4	School-wide Operational Systems & Routines	No	$ -	$ -
4	1	Enrichment	Yes	$ 175,815	$ 124,060
4	2	Outdoor Education and Community Experiences	Yes	$ 69,410	$ 65,907
4	3	Social Emotional Learning	Yes	$ 140,030	$ 146,263
4	4	Care Corps	No	$ 78,791	$ 81,185
5	1	Family Engagement	Yes	$ 102,357	$ 106,777
5	2	Family Advocacy and Leadership	No	$ -	$ -
5	3	School-Family Partnership	No	$ 50,828	$ 49,293
5	4	Los Dichos	No	$ 18,527	$ 18,999
5	5	Attendance Initiatives	No	$ 45,229	$ 30,076

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 786,754	$ 1,774,780	$ 1,633,291	$ 141,489	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	$ 393,539	$360,761	0.000%	0.000%
1	4	Rocketship Reads	Yes	$ 90,131	$89,692	0.000%	0.000%
2	2	Professional Development	Yes	$ 215,764	$218,897	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	$ 83,361	$76,625	0.000%	0.000%
2	4	Instructional Coaching	Yes	$ 223,254	$144,418	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	$ 421,150	$446,154	0.000%	0.000%
4	1	Enrichment	Yes	$ 175,815	$124,060	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	$ 69,410	$65,907	0.000%	0.000%
4	3	Social Emotional Learning	Yes	$ -		0.000%	0.000%
5	1	Family Engagement	Yes	$ 102,357	$106,777	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,595,010	$ 786,754	0.000%	17.122%	$ 1,633,291	0.000%	35.545%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

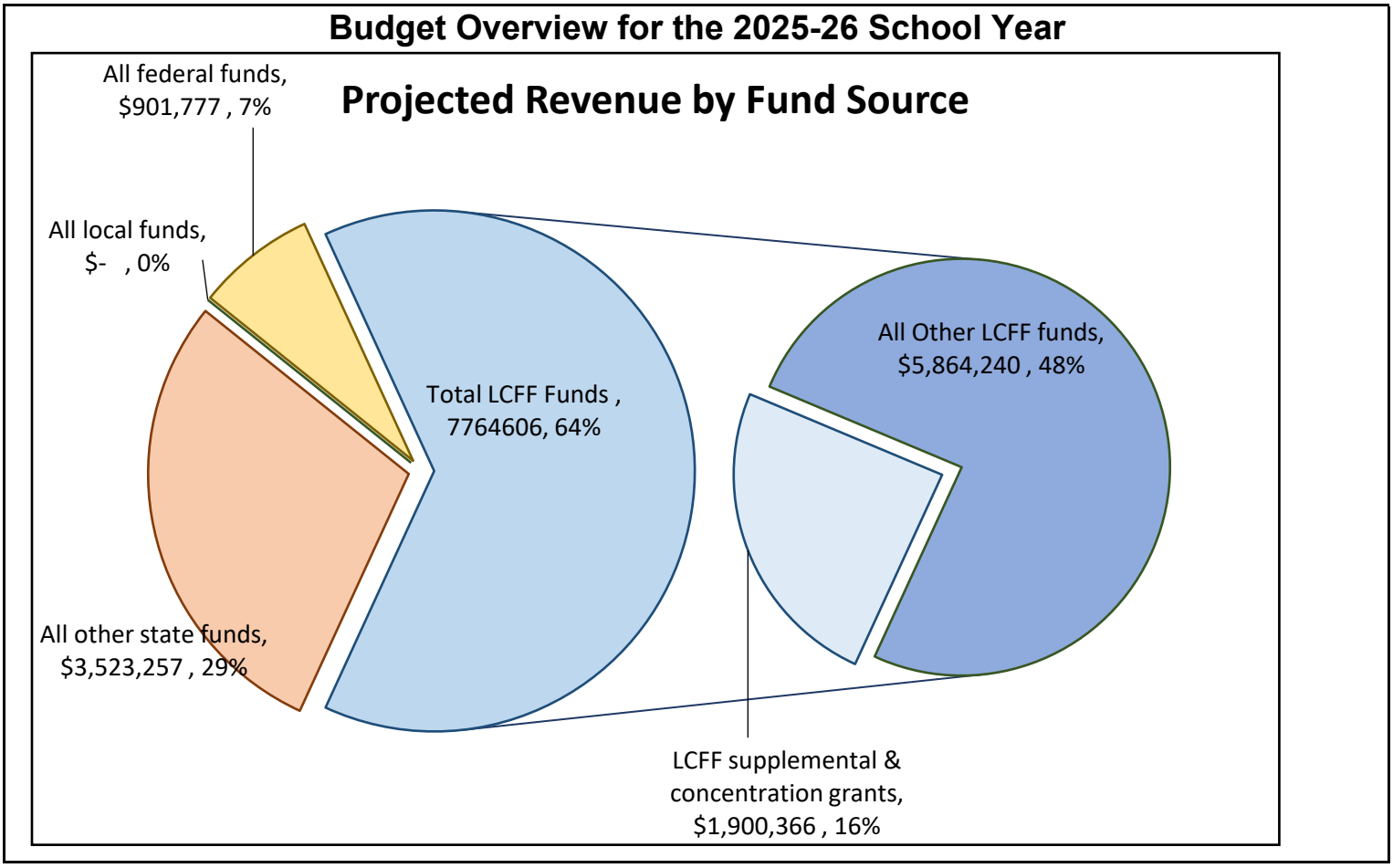
Local Educational Agency (LEA) Name: Rocketship Mosaic Elementary

CDS Code: 43-69450-0123299

School Year: 2025-26

LEA contact information: Benjamin Carson501-258-7831bcarson@rsed.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

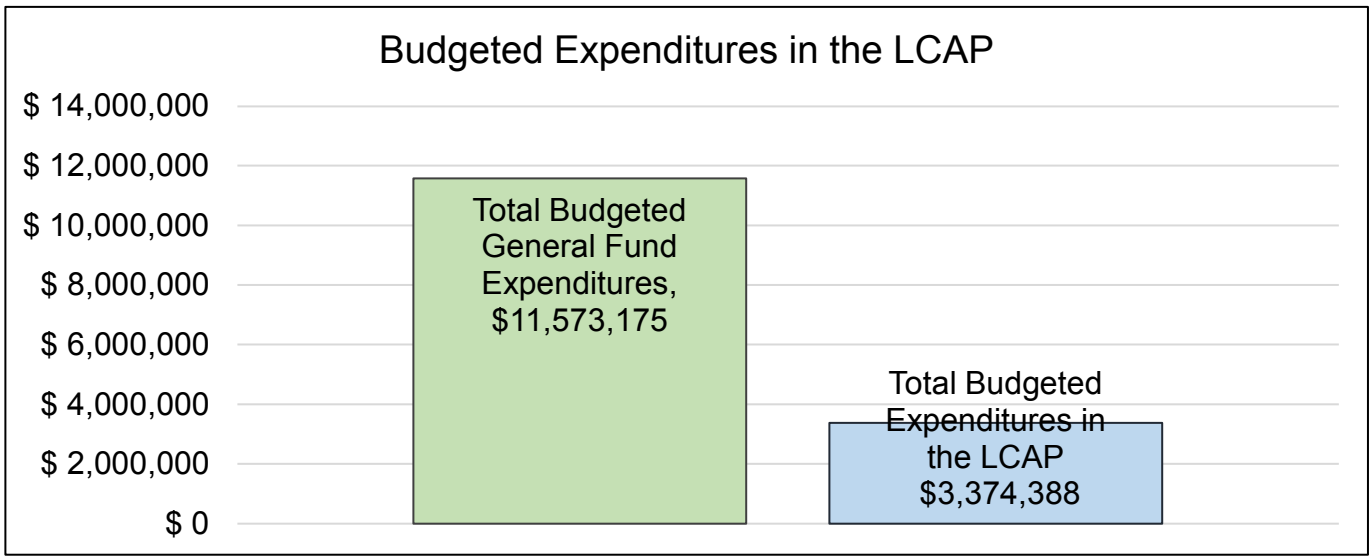


This chart shows the total general purpose revenue Rocketship Mosaic Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Mosaic Elementary is $12,189,640.47, of which $7,764,606.00 is Local Control Funding Formula (LCFF), $3,523,257.43 is other state funds, $0.00 is local funds, and $901,777.04 is federal funds. Of the $7,764,606.00 in LCFF Funds, $1,900,366.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Mosaic Elementary plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Mosaic Elementary plans to spend $11,573,174.70 for the 2025-26 school year. Of that amount, $3,374,388.48 is tied to actions/services in the LCAP and $8,198,786.22 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

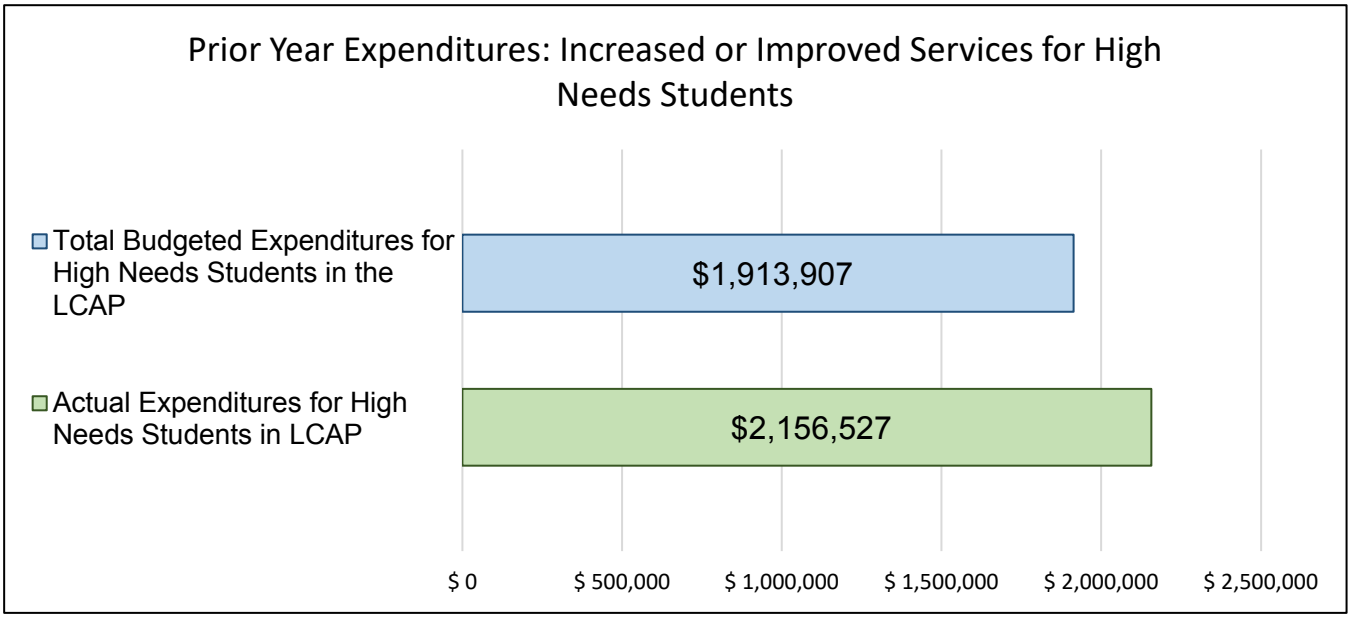
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications,insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Rocketship Mosaic Elementary is projecting it will receive $1,900,366.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Mosaic Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Mosaic Elementary plans to spend $1,906,615.11 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Rocketship Mosaic Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Mosaic Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Rocketship Mosaic Elementary's LCAP budgeted $1,913,907.29 for planned actions to increase or improve services for high needs students. Rocketship Mosaic Elementary actually spent $2,156,527.34 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Mosaic Elementary	Taylor Stern, Principal	mosaic@rsed.org; 408-899-2607

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Mosaic Elementary (ROMO) is one of our most diverse Rocketship schools in California. Approximately 71.7% of the students are socioeconomically disadvantaged, 7.5% are Homeless Youth, 56.3% are English learners, 44.4% are Hispanic/Latinx and 47.8% are Asian. Additionally, 11.8% of students qualify for special education services. The school opened its doors in August 2011. It was the fourth school we opened in San Jose and continues to be one of our strongest schools in California. It currently serves 561 students in grades TK-5.

Rocketship Mosaic Elementary operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Mosaic's instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Mosaic Elementary also operates under the principles that excellent teachers and leaders create transformational schools and engaged families are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities and Rocketship families are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

All Rocketship campuses share four core values -- respect, responsibility, empathy and persistence — and develop a fifth core value as a community. At ROMO this fifth core value is Global Initiative. Students at Rocketship Mosaic understand the interdependency of our world and the importance of their contribution. Our talented team of educators works collaboratively with our dedicated parent community to ensure every Rocketeer on our campus receives an individualized educational experience tailored to his or her learning needs.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Mosaic which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Mosaic based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

This school has no unexpended Learning Recovery Emergency Block Grant Funds.

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

ROMO has identified a success in English Language Arts (Green, +12.1). We will build on this success by implementing action 1.1 Personalized Learning.

ROMO has identified a success in Mathematics (Green, +18.4). We will build on this success by implementing action 1.1 Personalized Learning..

ROMO has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

ROMO has identified a need in English Language Arts for the Students with Disabilities group (Red, -96.7). We will address this need by implementing Required Action1.3 Special Education Supports and 1.1 Personalized Learning.

ROMO has identified a need in Chronic Absenteeism for the Homeless student group (Red, 22.7%). We will address this need by implementing Required Action 5.5 Attendance Initiatives and 4.4 Care Corps.

2024 Dashboard Reflections

ROMO has identified a success in English Language Arts (Green, +13.3). We will build on this success by implementing action 1.1 Personalized Learning.

ROMO has identified a success in Mathematics (Green, +18.7. We will build on this success by implementing action 1.1 Personalized Learning..

ROMO has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

ROMO has identified a success in English Learner Progress (Blue, 55.9%). Our focus this year has been on integrated ELD strategies to target the needs of our ML students throughout the day and not solely during designated ELD. For the first time ever, we are seeing similar rates of growth on NWEA for ML as our general population. We will build on this success by implementing action 1.3 Services to Support Multilingual Students.

ROMO has identified a need in English Language Arts for the Students with Disabilities student group (Red, -116.8). We will address this need by implementing 1.2 Special Education Supports and 1.1 Personalized Learning.

ROMO has identified a need in Math for the Students with Disabilities student group (Red, -120.1). We will address this need by implementing 1.2 Special Education Supports and 1.1 Personalized Learning.

ROMO has identified a need in Chronic Absenteeism for the Homeless student group (Red, 31.1%). It's our focus for the whole school to get back to pre-pandemic levels. We will address this need by implementing 5.5 Attendance Initiatives and 4.4 Care Corps.

ROMO is eligible for Targeted Support and Improvement due to the Homeless student group falling into red level in Chronic Absenteeism for two consecutive years (2023 and 2024). This plan was designed to meet the needs of this group through initiatives such as Care Corps (action 4.4) and Attendance Initiatives (5.5).

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Rocketship Mosaic Elementary is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Rocketship Mosaic Elementary is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Rocketship Mosaic Elementary is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for ROMO based on the CA School Dashboard for 2024 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 10/1/24, 11/19/24, 1/28/25, 4/29/25. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings (12/17/24, 2/12/25, 5/5/25). Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. Our board meets quarterly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 28, 2025. The LCAP was adopted on June 11, 2025.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos were offered in Zoom and in person, with an average of 70 families attending per month: 9/4/24, 10/2/24, 11/6/24, 12/4/24, 1/8/25, 2/5/25, 3/5/25, 4/2/25, 5/7/25, 6/2/25, community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (3/4-3/21/2025).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings (10/22/24) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (November 18th - December 6th).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In 1.1 Personalized Learning, our teachers indicated they need more training on the Bridges curriculum. We will add training for the summer of 2025. In 1.3 Services to Support Multilingual Students, staff members observed the need to focus on integrated ELD strategies. We will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students. In 2.1 High Quality Research Based Curriculum, we heard from the feedback from our teachers' Brown Bag sessions that our teachers appreciate the resources and the refinements from 23-24 to 24-25, specifically the guided reading. They wanted to be able to better meet the needs of a broad range of students in their classrooms, and introducing these three approaches is meeting those needs. We therefore plan to continue this model in 25-26. We also utilized leader and teacher feedback from the curriculum pilot to inform the adoption of CK Integrated for grades 3-5, and CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place. In 2.2 Professional Development, we received feedback from teachers and leaders on the need for more differentiated p.d. to address teachers' levels of skill and experience. In response, we expanded our new teacher orientation. In 2.4 Instructional Coaching, across the region, the average teacher rating of coaching received was 8.2 out of 10. We therefore plan to maintain our current model of coaching. In 2.5 Teacher Credentialing, beginning in the 2024-25 school year, we launched a new program partnership with Reach University. Through this partnership, we offer a Preliminary Credential Program that provides staff with both an Early Completion option and a traditional two-year pathway to earning their Preliminary Credential. Additionally, we are collaborating with Reach University to support staff in earning their Bachelor's degree in Liberal Studies, equipping them with the necessary skills and meeting equivalency requirements for Basic Skills and Content Knowledge, further preparing them for a career in teaching. In Goal 4, we expanded our Care Corps (action 4.4) service offerings in response to feedback from families regarding their needs. In Goal 5, feedback shows that families are very happy and supportive. They feel expectations are high and they help us meet them, and they like being involved. This feedback supports the effectiveness and continued implementation of Goal 5 actions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups Data Source: CA Dashboard	All Students: 54.6% English Learners: 30.7% Low Income: 47.8% Students with Disabilities: 13.9% Asian: 74.8% Hispanic/Latinx: 34.1% Data Year: 2022-23	All Students: 55.7% English Learners: 33.6% Low Income: 46.9% Students with Disabilities: 5.6% Asian: 73.6% Hispanic/Latinx: 36.5% Data Year: 2023-24	[Insert outcome here]	61% Data Year: 2025-26	All Students: +1.3 English Learners: +2.9 Low Income: 0.9 Students with Disabilities: -8.3 Asian: -0.8 Hispanic/Latinx: +2.4 Data Year: 2023-24
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups Data Source: CA Dashboard	All Students: 60.3% English Learners: 39.4% Low Income: 51.9% Students with Disabilities: 19.4% Asian: 82.9% Hispanic/Latinx: 39.1% Data Year: 2022-23	All Students: 65.1% English Learners: 45.6% Low Income: 55.8% Students with Disabilities: 14.7% Asian: 86.8% Hispanic/Latinx: 42.9% Data Year: 2023-24	[Insert outcome here]	65% Data Year: 2025-26	All Students: +4.8 English Learners: +6.2 Low Income: +3.9 Students with Disabilities: -4.7 Asian: +5.9 Hispanic/Latinx: +3.8 Data Year: 2023-24

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 31.6% English Learners: 0.0% Low Income: 28.1% Hispanic/Latinx: 19.2% Data Year: 2022-23	All Students: 26.7% English Learners: 10.5% Low Income: 12.0% Hispanic/Latinx: 17.7% Data Year: 2023-24	[Insert outcome here]	32% Data Year: 2025-26	All Students: -4.9 English Learners: +10.5 Low Income: -16.1 Hispanic/Latinx: -1.5 Data Year: 2023-24
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	1.29 Years Data Year: 2023-24	1.43 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+.14 Data Year: 2024-25
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.45 Years Data Year: 2023-24	1.95 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+.5 Data Year: 2024-25
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	42% Data Year: 2022-23	55.9% Data Year: 2023-24		61% Data Year: 2025-26	+13.9 Data Year: 2023-24

1.7	EL Reclassification Rate Data Source: SIS Demographics Data	8.5% Data Year: 2023-24 (as of 3/29/24)	9.9% Data Year: 2024-25 (as of 4/4/25)		12% Data Year: 2026-27	+1.4 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned. Successes and Challenges: In 1.1 Personalized Learning, we successfully implemented Tier II and utilized MTSS hubs to get the right intervention to all students. The CA team of our network also added a progress monitoring cycle across the entire region to ensure that progress is being captured for all our students. We successfully implemented a new Tier 2 math curriculum called Bridges. It was implemented in small groups within math classrooms. A challenge related to the Bridges curriculum was that although we did initial training, observations showed a need for more teacher training to implement the Bridges curriculum with full fidelity. A success was that we saw strong growth in NWEA Reading correlated to strong intervention practices.We adopted IXL for personalized learning. It was very helpful in that it is so need-based and allows for teacher grouping. In 1.3 Services to Support Multilingual Students, we had numerous successes. Our students continued to receive daily DELD instruction that focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. Instructional coaches were able to support the teachers through the use of look fors that delineated the teacher actions necessary for strong instruction. We were able to successfully implement the Interim ELPAC IA to inform instruction to better meet the individual or group needs of our students. Teachers were able to analyze domain specific data to identify the skills and knowledge students needed more practice on. Students also became more familiar with the testing platform and test structure that increased their confidence with taking the Summative ELPAC Assessment. Our schools also conducted ELAC Ambassador equity walks with new or returning representatives to continue the partnership with families of multilingual learners. Through this partnership, schools were able to find opportunities for families to support their students at home and increased family voice around the implementation of multilingual learner programs at their campuses. In terms of intervention for our ML students, we had a strong structure for Tier 2 reading intervention. We utilized either foundational skills lessons or Mclass Amplify for 3-5th who needed it. We employed strong progress monitoring systems, reviewing every 2.5 weeks to see what adjustments needed. A challenge in 1.3 was that this year we piloted an ELA content curriculum, Wit & Wisdom . While we had planned for opportunities to embed integrated supports, the implementation needed to be differentiated for the different curricula which required schools to balance the fidelity of the curricula with the supports needed for multilingual learners to access the content. In 1.4 Rocketship Reads, we successfully ensured every student has a book at their level that they can read independently. We have done more read-alouds at Launch to help model love of reading. Our expectations for reading are high. Most grades have a reading log as part of their hw, and parents are very invested. A challenge is that it's still hard to get kids to read and enjoy it.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.2 we spent more than budgeted ($146,992) due to increased need for special education contractors, in part due to open roles. Contractors are more expensive than hiring internal staff. In 1.3 we spent more than budgeted ($7,363) because Rocketship hired additional ELL staff (multilingual support specialists) due to the need for additional support for ELL students. In 1.4 we spent more than budgeted ($26,156) to provide Humanities teachers to support with reading. There were a larger number of Humanities teachers hired than initially estimated in the budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.5 Rocketship Reads actions have been effective overall, as evidenced by assessment results: NWEA K-2, where we exceeded our target in Math and Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we approached our overall target in ELA and met our target in Math. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address. We began implementing new curricula for reading and math in 2023-24.

Action 1.3 Services to Support Multilingual Students, was effective. In 2024, we had 56% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 9.9%. Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 1.1 Personalized Learning, we updated the action to include additional details on academic intervention curriculum and instruction. We updated 1.3 Services to Support Multilingual Students to include the focus for the coming year. We updated the targets of some metrics in response to year one data: ELA (60% to 61%), Math (65% to 70%), Science (37% to 32%), ELPI (55% to 61%), Reclassification (15% to 12%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	ROMO's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.	$666,122 ($168,313 Title I)	Yes

1.2	Special Education Supports	Although ROMO runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology. This action will support ELA growth and achievement of our Students with Disabilities by providing supports personalized to their needs.	$388,043	No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and langauge level prompting engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home langaugage supports to accelerate English langauge acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provided more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.	$63,828	No

1.4	Rocketship Reads	Rocketship Mosaic will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity and supporting families to engage with students in reading at home.	$111,054	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned. In 2.1, we also rolled out three approaches to reading small group instruction for TK-5:1)foundational skills small group instruction, 2)applied decoding guided reading, and 3)novel studies guided reading. In 2.2, we also had a series of regional p.d. sessions where folks from multiple campuses came together and engaged in p.d. tailored to their content areas. Successes and Challenges: In 2.1 High Quality, Research Based Curriculum, we saw success in the mid-year NWEA Reading results, where across the network we had a 4% increase over the prior year of students moving into the upper third level (67th percentile and above). We saw the most growth in K and 3-5. A related challenge in 2.1 is that we are working on increasing growth for grades 1-2. We may refine our approaches to foundational skills and applied decoding guided reading. Also in 2.1, we found the Wit & Wisdom program we piloted to be very engaging. There was a strong focus on listening adn speaking, and writing has improved, as well as student content knowledge on interesting topics. It was challenging to figure out how to utilize it to meet the needs of all learners. We've worked on what co-teaching looks like with general education and SPED teachers. In 2.2 Professional Development, a success was that we expanded teacher orientation this year to two days from one day previously, based on teacher input. In 2.2, it has been a challenge to design network wide p.d. to meet the needs of the different schools, given the different curriculum we piloted. We are excited to move everyone to CKLA for next year. Differentiating across a range of teacher experience was also challenging. To address that, we are expanding new teacher orientation from two days to three. In 2.4 Instructional Coaching, a success was that we elevated the resources we have for in the moment coaching around the vision for the different parts of the block and our approaches to in the moment coaching. We refined the "Core Block Look Fors" We launched regional module launches where teachers get together with others from their grade level to plan upcoming units. In 2.5 Teacher Credentialing, a success is that offering staff additional study resources and PTO specifically for credentialing has enabled the region to prioritize testing requirements while ensuring dedicated time for staff to complete their program enrollment requirements. A challenge in 2.5 is that the state has recently introduced CSET exemptions, though only some of our staff qualify. These exemptions help alleviate testing pressures but are limited in availability.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.2 we spent more than budgeted ($30,950) because a larger number of staff members than budgeted resulted in slightly higher professional development expenses. In 2.3 we spent less than budgeted (-$9,491) because the school was able to utilize internal staff for testing resulting in fewer expenses for external testing substitutes. In 2.4 we spent more than budgeted (94,360). Instructional coaching is primarily conducted by Assistant Principals. This school had more AP's on staff this year vs. budget, resulting in higher instructional coaching expenses. In 2.5 we spent less than budgeted (-$7,725). A larger number of credentialed teachers were hired, resulting in lower teacher credentialing costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2.1, we added information about curriculum adoptions for 25-26. In 2.2, we added information about our expanded new teacher orientation. In 2.3 Data Driven Instructional Practices, we updated the list of assessments to reflect current plans and expanded the description of our cycle of data analysis to provide more detail. In 2.5 Teacher Credentialing, we updated the action description to provide additional details on our efforts to support our teachers with credentialing.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The ROMO curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. ROMO operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. ROMO utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 25-26, we will be adopting CK Integrated for grades 3-5, CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place.	$48,521	No

2.2	Professional Development	Professional Development is a critical component of the ROMO program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, ROMO hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund ROMO has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. ROMO will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.	$232,310	Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	$73,717	Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. ROMO teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.	$224,248	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests.We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. Rocketship will continue exploring additional credential program partnerships to better support our Education Specialist and PK3 Eligible staff. Our goal is to establish similar partnerships to the one we have with Reach, expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 25-26 school year.	$9,796	No
2.6	Culturally Responsive Pedagogy	ROMO is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1 Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	100% Data Year: 2024-25	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2024-25
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	81% Data Year: 2023-24	80% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	-1 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	83% Data Year: 2023-24	91% Data Year: 2024-25	[Insert outcome here]	85% Data Year: 2026-27	+8 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing and Development, we were successful in fully staffing for Operations roles. In 3.2 Facilities Maintenance, we successfully completed a new coat on our parking lot. In 3.3 Safety Training, We have implemented additional controlled access on the front door of our campus. All entrants must be buzzed into the front entrance and then check in. We implemented a weekly safety walkthrough where BOM checks all security systems on campus to ensure they are working. We added an emergency survey which acts as a log for all safety incidents on campus. In 3.4 Schoolwide Operational Systems and Routines, Based on our mid-year walkthroughs, we have successfully met expectations for operations systems. Our network successfully tracked check-ins to ensure regular development of Operations Specialists. We conducted training for Operations Specialists on Excel, giving student directions, safety scenarios practice.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.1 we spent more than budgeted ($115, 302) due to additional operations support needed, and hourly rates higher than planned. In 3.2 we spent more than budgeted ($33,232) because custodial service expenses were higher than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100%. The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 80% and % of families feel campus is safe: 91%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.	$468,170	Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	$297,689	No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.	$16,807	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	78% Data Year: 2023-24	81% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	+3 Data Year: 2024-25
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23	100% Data Year: 2023-24		100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned. Successes and Challenges: In 4.1 Enrichment, a success was that the majority of campuses have an Enrichment Center Coordinator (ECC) to support students' exposure and learning of science. Our Science ECCs have access and support in using high quality resources and facilitate student engagement in the work of scientists anchored in activities aligned to the 5 Es (engage, explore, explain, elaborate, and evaluate). A related challenge is both the total number of students our enrichment coordinators are working with each week (at least 200 across 2+ grades) and the limited number of minutes they have to support students. We are pleased to be able to provide PE, art, and science for all grades, including a new prop 28-funded STEAM teacher. In 4.2 Outdoor Education and Community Experiences,we held successful science camp trips for grades 4 and 5, as measured by early planning and completion with minimal needs to reschedule and network wide average attendance of over 80% of students. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events. In 4.3 SEL we have a wellness teacher providing Tier 2 SEL behavioral intervention. We have a wellness intern this year as well who provides additional supports for identified students based on our SEL screener used 3x year. In 4.4 Care Corps, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. Across our thirteen CA schools, over 550 Tier III families have been served thanks to their strong partnership. 5,500 Rocketeers have been screened for Vision, Hearing and/or Dental. Rocketship Parent University (RPU) has conducted over 70 parent workshops. Care Closet has served 470 families. A challenge experienced in 4.4 is that implementing SART / RARB requires more additional staff training and support so it is implemented with fidelity and consistency. That is something we are working to address.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.2 we spent more than budgeted ($33,232) because custodial service expenses were higher than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (81%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 83% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 4.4 Care Corps, we updated the action description with additional details on our Care Corps support.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

4.1	Enrichment	Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.	$194,340	Yes
4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$62,411	Yes

4.3	Social Emotional Learning	At Rocketship Mosaic we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Mosaic core values: respect, responsibility, persistence, empathy, and global citizenship. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community. In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.	$182,415	No

		Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: **Food Distribution:** We service 800 families every month across San Jose and East Bay. **Care Closet:** Free clothing families can access either at food distribution sites or on campus. Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). **Health Screenings:** We conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. We partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program	$126,914	No

		Tier II: Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3) Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of

5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	95% Data Year: 2023-24 (as of 3/29/24)	95.6% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	94% Data Year: 2026-27	+.6 Data Year: 2024-25

5.2	Chronic Absenteeism rate for all students and all significant subgroups Data Source: SIS Attendance Reports	All Students: 14.0% English Learners: 13.9% Low Income: 15.7% Students with Disabilities: 15.6% Homeless: 20.0% Asian: 5.7% Black: 50.0% Hispanic/Latinx: 21.0% White: 13.3% Data Year: 2023-24 (as of 3/29/24)	All Students: 10.4% English Learners: 11.6% Low Income: 11.9% Students with Disabilities: 18.8% Homeless: 23.7% Asian: 2.8% Black: 60.0% Hispanic/Latinx: 17.1% White: 9.1% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	All Students: 20% Data Year: 2026-27	-3.6 Data Year: 2024-25
5.3	% of parents are involved (% parents on track to complete participation hours) Data Source: Internal HelpCounter Data	96% Data Year 2023-24 (As of 5/3/24)	81% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	90% Data Year 2026-27	-15 Data Year: 2024-25

5.4	% Home visits completed Data Source: Internal Data	99% Data Year 2023-24	100% Data Year: 2024-25		95% Data Year 2026-27	+1 Data Year: 2024-25
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) Data Source: Annual Parent Survey	89% Data Year 2023-24	91% Data Year: 2024-25		90% Data Year 2026-27	+2 Data Year: 2024-25
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) Data Source: Annual Parent Survey	89% Data Year: 2023-24	83% Data Year: 2024-25		90% Data Year 2026-27	-6 Data Year: 2024-25

5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parent Survey	100% Data Year: 2023-24	100% Data Year: 2024-25		90% Data Year 2026-27	Maintained Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1 Family Engagement, as part of the summer and beginning of the year, we execute the Day 0-30 plan which outlines key events and specific goals around home visits, orientation, attendance to name a few. The goal as a region for Homevisits was 50% before the first day of school and 90% by December. We were able to achieve 52% by day one of school and 94% by December. Our orientation goal was 90% of all families participating which was also exceeded by all of our schools. We firmly believe that implementing these core practices sets the foundation for a strong partnership and relationship building for families and staff. Families engaging at in person events is a challenge given the variety of families and households that we serve. Families indicate they are very happy, and they have been supportive. A challenge in 5.2 is for our school leaders and staff to continue to diversify opportunities that can be tailored to families who may not have the flexibility to participate in person during the day or after school due to work or personal situations. In 5.2 Family Advocacy and Leadership, we were pleased to have our network SSC presidents come together in Regional Advisory Boards--a blend of the SSC leaders and CLOC leaders to share testimony, leadership journey and path to advocacy with the national board of directors. This is an annual opportunity to meet the board, to share and ask questions. It also serves as a yearly pulse check for how we are doing in family advocacy. Our CLOC focused this year on advocating for renewal, engaging trustees on the renewal process, meeting with representatives, organizing at hearings, and leading voter registration drives. Our families in January this year engaged in immigration related topics. We also held an immigration forum on Zoom that featured local advocacy organizations to share resources and information on the topic of immigration. We had over 400 participants. After that event, many families expressed interest in doing more on this topic. We are now launching a Civic Engagement Advocacy Fellowship initiative, honing the skills of civic leadership for families, addressing the question of what does it take to become an influence in the community, a force for change. Then our participants can choose what direction to go with those new skills. In 5.3 School-Family Partnership, we were pleased to have all new to Rocketship Staff engage in professional development sessions around family engagement vision, home visit purpose and best practices, family teacher conferences, etc. This year we met our network goals around family engagement metrics such as Homevisits by December 90%+ and Family -Teacher conferences. Our families feel we have high expectations and they help us meet them. They like being involved. In 5.3 one challenge we have is around the amount of families who experience hardships that prevent them coming to school and being able to

connect them with the appropriate resources. Our Care Corps coordinators do an incredible job already but the needs of our families continue to increase. To solve for this, our Care Corps teams focus on identifying new outside agencies to diversify supports for our families. In 5.5 Los Dichos, a success was how the Los Dichos training equips families with public speaking skills and reading skills to better support their child at home and in the classroom (eg. Hold the book to the side so the children can see the pictures, pause when reading and make eye contact with the students, bring the book to life when reading, ask the students questions for comprehension and to make life connections). One challenge in 5.5 that we have is reaching a spread of 7 grade levels with just two lesson plans per month. The current breakdown is TK-G1 and G2-G5. Next year, we plan to move G2 down with the lower grades to support their understanding. In 5.6 Attendance Initiatives, a success is how our Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. 550 Tier III families have been served thanks to their strong partnership. A challenge in 5.6 is that connecting chronically absent families to long term housing and transportation options has been challenging. Some families do not want to take public transportation. At the network level, we need more training for staff so everyone implements best practices consistently across all schools. We have successfully maintained high attendance so far this year–around 95%.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.5 we spent less than budgeted ($15,878) due to fewer expenses identified compared to budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (81%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (100%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (91%). 5.6 Attendance Initiatives was effective Average Daily Attendance (96%), by Chronic Absenteeism rate for all students and all significant subgroups (10% overall).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We updated the action description to provide more detail on our program to address chronic absenteeism. We updated the targets for some metrics in response to year one data: ADA (95% to 94%), Chronic Absenteeism (10% to 20%), Parent Connectedness (85% to 90%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We believe that families are their student's first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.	$108,612	Yes

		Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus. Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		

5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include: School Site Council (SSC) and English Learner Advisory Committee (ELAC): SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.	$0	No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the Care Corps program, schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$54,192	No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$28,442	No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program **Tier II:** Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3)	$16,758	No

		Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,900,366	$216,390

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.406%	0%	$0	32.406%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2024 ELA performance of our English Learners and Socioeconomically Disadvantaged students, we find that our English learner group is at orange level (-49.3) and our Socioeconomically Disadvantaged group is at yellow level (-29.6). In Math, both group are at orange level (EL -42.5, SED -32.6) . We had green level performance in 2024 on the English Learner Progress Indicator, with 45.9% of students making progress towards English language proficiency. In 2024-25, our EL Reclassification rate was 9.9% as of 4/4/25. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above).	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

		However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	
3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2024, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2025 survey results showed that 80% of students feel safe on campus and 81% of students feel a sense of connectedness at school. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2025 survey and internal data showed that 91% of parents were satisfied with their school, 81% of parents were involved in their school, 100% of families received home visits. In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Mosaic Elementary is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. ROMO does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 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 %)
2025-26	$ 5,864,240	$ 1,900,366	32.406%	0.000%	32.406%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,221,420	$ 842,945	$ -	$ 310,024	$ 3,374,388.48	$ 2,515,346	$ 859,043

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	ROMO	Ongoing	$ 554,189	$ 111,933	$ 431,753	$ -	$ -	$ 234,369	$ 666,122	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	ROMO	Ongoing	$ 163,368	$ 224,675	$ -	$ 386,012	$ -	$ 2,030	$ 388,043	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	ROMO	Ongoing	$ 41,812	$ 22,016	$ -	$ -	$ -	$ 63,828	$ 63,828	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	ROMO	Ongoing	$ 91,054	$ 20,000	$ 111,054	$ -	$ -	$ -	$ 111,054	0.000%
2	1	High quality, research-based curriculum	All	No	LEA-wide	[Input unduplicated student group(s)]	ROMO	Ongoing	$ -	$ 48,521	$ 48,521	$ -	$ -	$ -	$ 48,521	0.000%
2	2	Professional Development		Yes	LEA-wide	All	ROMO	Ongoing	$ 217,616	$ 14,694	$ 232,310	$ -	$ -	$ -	$ 232,310	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	ROMO	Ongoing	$ 44,639	$ 29,078	$ 73,717	$ -	$ -	$ -	$ 73,717	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	ROMO	Ongoing	$ 224,248	$ -	$ 224,248	$ -	$ -	$ -	$ 224,248	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		ROMO	Ongoing	$ -	$ 9,796	$ -	$ -	$ -	$ 9,796	$ 9,796	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		ROMO	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	ROMO	Ongoing	$ 468,170	$ -	$ 468,170	$ -	$ -	$ -	$ 468,170	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		ROMO	Ongoing	$ -	$ 297,689	$ 178,527	$ 119,162	$ -	$ -	$ 297,689	0.000%
3	3	Safety Training	All	No	LEA-wide		ROMO	Ongoing	$ 6,577	$ 10,230	$ 16,807	$ -	$ -	$ -	$ 16,807	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		ROMO	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	ROMO	Ongoing	$ 194,340	$ -	$ 194,340	$ -	$ -	$ -	$ 194,340	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	ROMO	Ongoing	$ -	$ 62,411	$ 62,411	$ -	$ -	$ -	$ 62,411	0.000%
4	3	Social Emotional Learning		Yes	LEA-wide	All	ROMO	Ongoing	$ 182,415	$ -	$ -	$ 182,415	$ -	$ -	$ 182,415	0.000%
4	4	Care Corps	All	No	LEA-wide		ROMO	Ongoing	$ 126,914	$ -	$ -	$ 126,914	$ -	$ -	$ 126,914	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	ROMO	Ongoing	$ 101,112	$ 7,500	$ 108,612	$ -	$ -	$ -	$ 108,612	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide		ROMO	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide		ROMO	Ongoing	$ 54,192	$ -	$ 54,192	$ -	$ -	$ -	$ 54,192	0.000%
5	4	Los Dichos	All	No	LEA-wide		ROMO	Ongoing	$ 28,442	$ -	$ -	$ 28,442	$ -	$ -	$ 28,442	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide		ROMO	Ongoing	$ 16,258	$ 500	$ 16,758	$ -	$ -	$ -	$ 16,758	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,864,240	$ 1,900,366	32.406%	0.000%	32.406%	$ 1,906,615	0.000%	32.513%	**Total:**	$ 1,906,615
								LEA-wide Total:	$ 1,906,615
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	ROMO	$ 431,753	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	ROMO	$ 111,054	0.000%
2	2	Professional Development	Yes	LEA-wide	All	ROMO	$ 232,310	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	ROMO	$ 73,717	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	ROMO	$ 224,248	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	ROMO	$ 468,170	0.000%
4	1	Enrichment	Yes	LEA-wide	All	ROMO	$ 194,340	0.000%
4	2	Outdoor Education and Community Experi	Yes	LEA-wide	All	ROMO	$ 62,411	0.000%
4	3	Social Emotional Learning	Yes	LEA-wide	All	ROMO	$ -	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	ROMO	$ 108,612	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,463,402.07	$ 3,994,503.33

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	$ 715,624	$ 752,879
1	2	Special Education Supports	No	$ 525,492	$ 672,484
1	3	Services to Support Multilingual Students	No	$ 40,751	$ 48,114
1	4	Rocketship Reads	Yes	$ 95,649	$ 121,805
2	1	High quality, research-based curriculum	No	$ 50,005	$ 54,669
2	2	Professional Development	Yes	$ 223,432	$ 254,382
2	3	Data Driven Instructional Practices	Yes	$ 65,839	$ 56,348
2	4	Instructional Coaching	Yes	$ 211,562	$ 305,922
2	5	Teacher Credentialing	No	$ 29,189	$ 21,464
2	6	Culturally Responsive Pedagogy	No	$ -	$ -
3	1	Operations Staffing & Development	Yes	$ 456,570	$ 571,872
3	2	Facilities Maintenance	No	$ 241,235	$ 274,467
3	3	Safety Training	No	$ 13,374	$ 13,492
3	4	School-wide Operational Systems & Routines	No	$ -	$ -
4	1	Enrichment	Yes	$ 254,208	$ 302,176
4	2	Outdoor Education and Community Experiences	Yes	$ 63,475	$ 68,693
4	3	Social Emotional Learning	Yes	$ 163,465	$ 163,621
4	4	Care Corps	No	$ 78,791	$ 81,185
5	1	Family Engagement	Yes	$ 98,194	$ 107,080
5	2	Family Advocacy and Leadership	No	$ -	$ -
5	3	School-Family Partnership	No	$ 62,511	$ 65,219
5	4	Los Dichos	No	$ 18,527	$ 18,999
5	5	Attendance Initiatives	No	$ 55,510	$ 39,632

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,792,374	$ 1,913,907	$ 2,156,527	$ (242,620)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	$ 444,978	$368,249	0.000%	0.000%
1	4	Rocketship Reads	Yes	$ 95,649	$121,805	0.000%	0.000%
2	2	Professional Development	Yes	$ 223,432	$254,382	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	$ 65,839	$56,348	0.000%	0.000%
2	4	Instructional Coaching	Yes	$ 211,562	$305,922	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	$ 456,570	$571,872	0.000%	0.000%
4	1	Enrichment	Yes	$ 254,208	$302,176	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	$ 63,475	$68,693	0.000%	0.000%
4	3	Social Emotional Learning	Yes	$ -		0.000%	0.000%
5	1	Family Engagement	Yes	$ 98,194	$107,080	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,532,357	$ 1,792,374	0.000%	32.398%	$ 2,156,527	0.000%	38.980%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

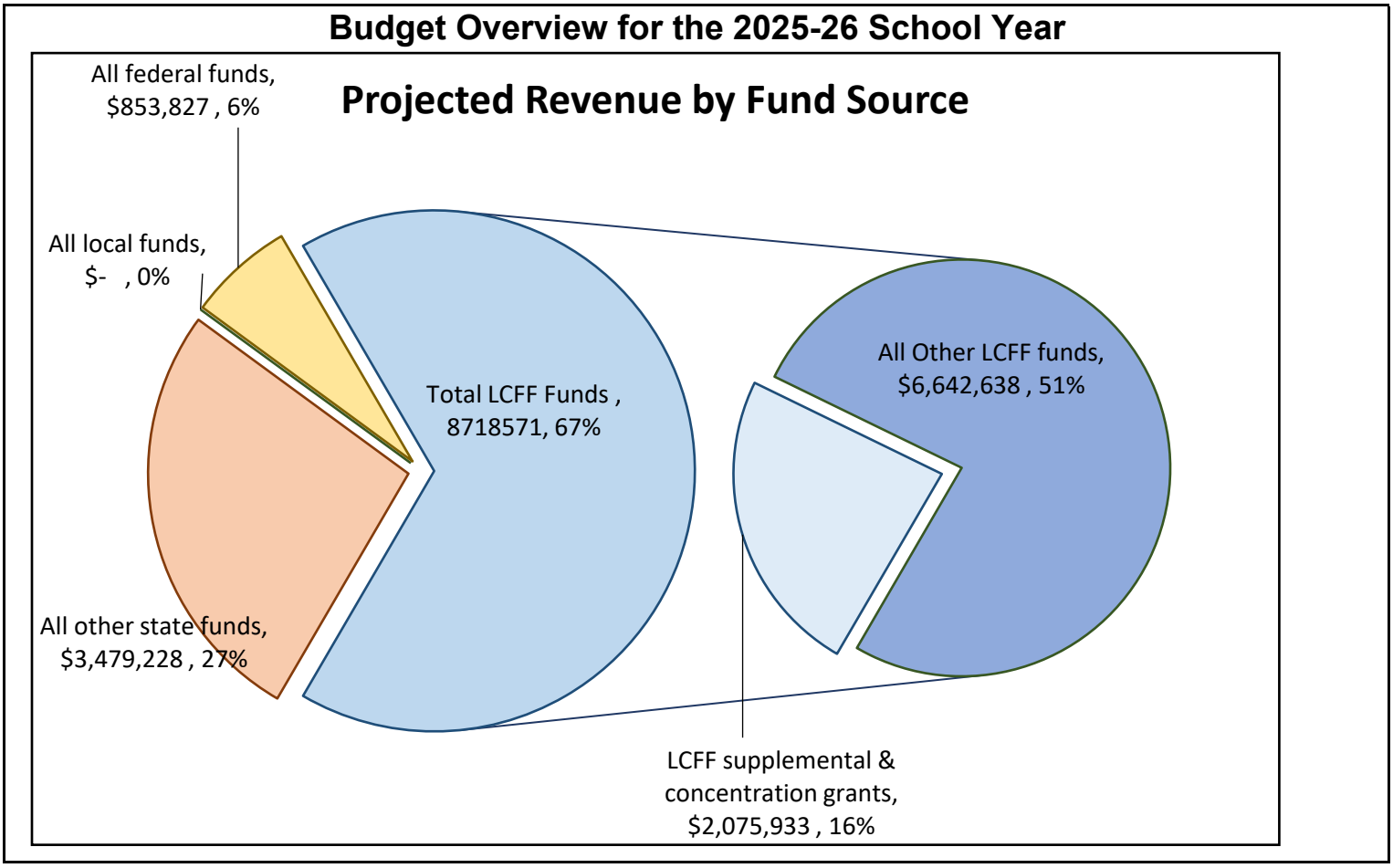
Local Educational Agency (LEA) Name: Rocketship Rising Stars

CDS Code: 43-10439-0133496

School Year: 2025-26

LEA contact information: Benjamin Carson501-258-7831bcarson@rsed.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

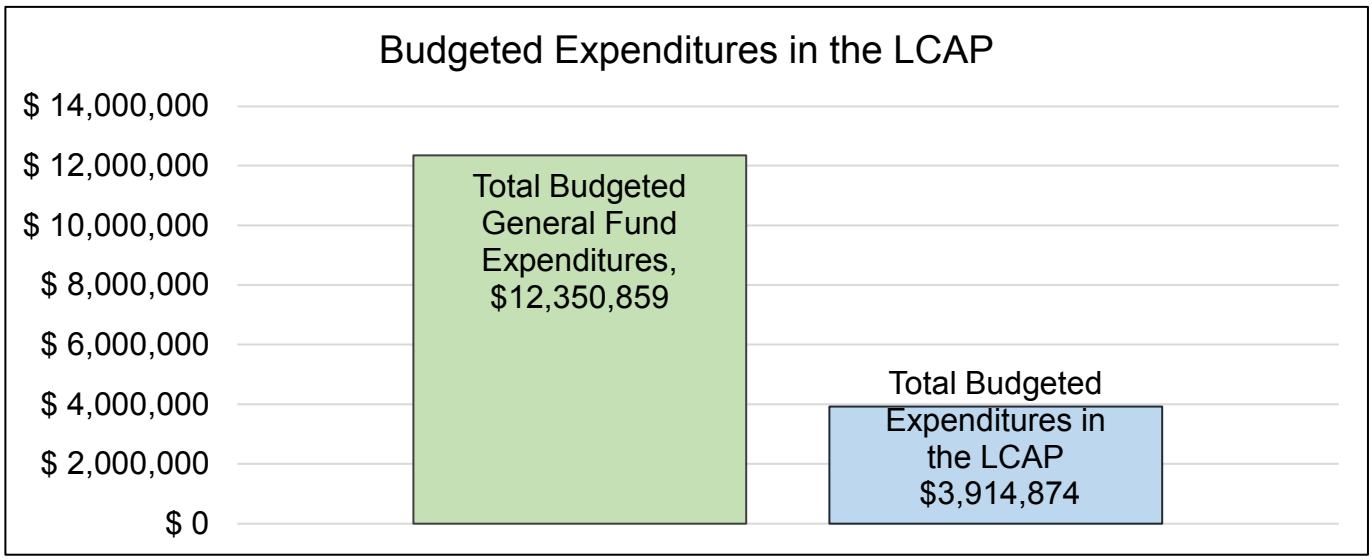


This chart shows the total general purpose revenue Rocketship Rising Stars expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Rising Stars is $13,051,626.54, of which $8,718,571.00 is Local Control Funding Formula (LCFF), $3,479,228.14 is other state funds, $0.00 is local funds, and $853,827.40 is federal funds. Of the $8,718,571.00 in LCFF Funds, $2,075,933.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Rising Stars plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Rising Stars plans to spend $12,350,859.22 for the 2025-26 school year. Of that amount, $3,914,873.78 is tied to actions/services in the LCAP and $8,435,985.43 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

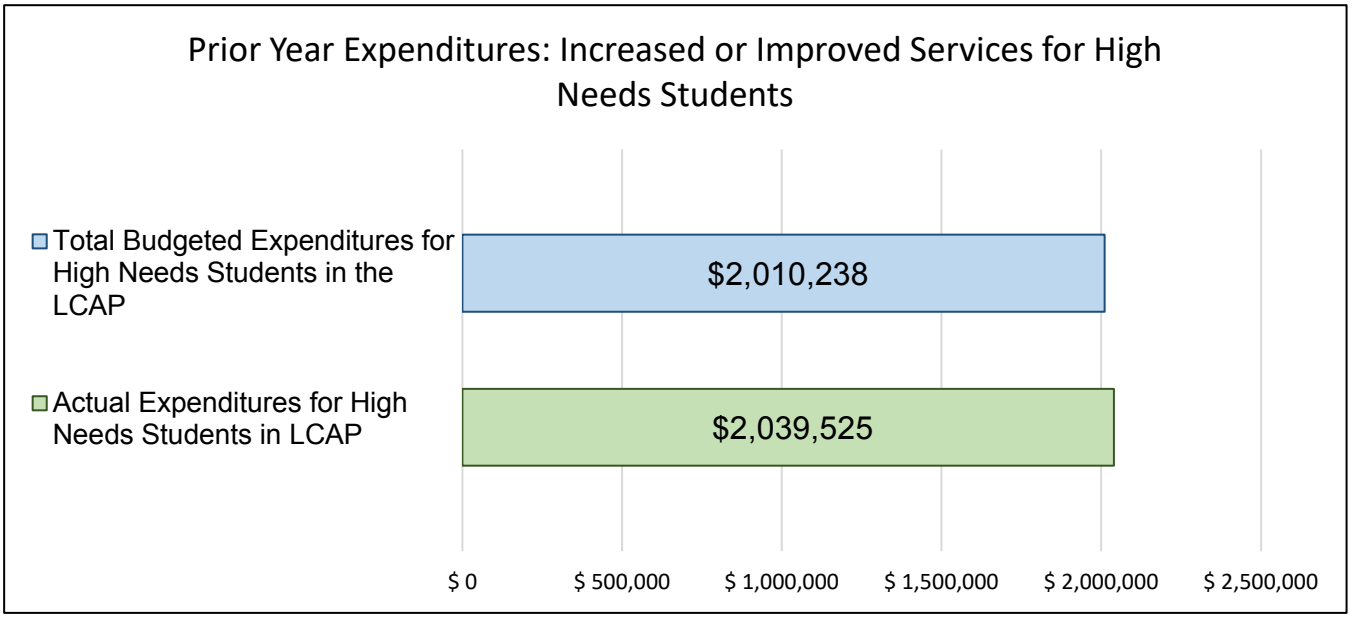
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications,insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Rocketship Rising Stars is projecting it will receive $2,075,933.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Rising Stars must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Rising Stars plans to spend $2,104,764.86 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Rocketship Rising Stars budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Rising Stars estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Rocketship Rising Stars's LCAP budgeted $2,010,237.64 for planned actions to increase or improve services for high needs students. Rocketship Rising Stars actually spent $2,039,525.49 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Rising Stars Academy	Alberto Perez, Principal	Info_rrs@rsed.org; (408) 677-4879

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Rising Stars (RRS) opened in August 2016. It's the tenth Rocketship campus to open in San Jose. It serves 614 students. In 2025-26, RRS will serve students in grades TK-5. Approximately 72.5% of the students are socioeconomically disadvantaged, 48.4% are English learners, 64.7% are Hispanic/Latinx and 28% are Asian. Additionally, 8.5% of students qualify for special education services.

Rising Stars operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Rising Stars' instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Rising Stars also operates under the principles that excellent teachers and leaders create transformational schools and engaged families are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities and Rocketship families are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

All Rocketship campuses share four core values -- respect, responsibility, empathy and persistence — and develop a fifth core value as a community. At RRS, this fifth core value is Advocacy.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Rising Stars which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key

subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Rising Stars based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

This school has no unexpended Learning Recovery Emergency Block Grant Funds.

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RRS has identified a success in English Language Arts (Blue, +30.1). We will build on this success by implementing action 1.1 Personalized Learning.

RRS has identified a success in Mathematics (Green, +43.2). We will build on this success by implementing action 1.1 Personalized Learning.

RRS has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

RRS has identified a need in English Learner Progress (Red, 44.2%). We will address this need by implementing Required Action 1.3 Services to Support Multilingual Students.

RRS has identified a need in Chronic Absenteeism for the Students with Disabilities (Red, 31.7%) student group. We will address this need by implementing Required Action 1.2 Special Education Supports. RRS has identified a need in Chronic Absenteeism for the English Learner (Red, 32%) student group. We will address this need by implementing Required Action 5.5 Attendance Initiatives.

2024 Dashboard Reflections

RRS has identified a success in English Language Arts (Green, +19.8). We will build on this success by implementing action 1.1 Personalized Learning. We are working on strengthening differentiated instruction.

RRS has identified a success in Mathematics (Green, +34.4). Math instruction has been a strength, shown also in our growth data. We have benefited from strong teacher leadership. We will build on this success by implementing action 1.1 Personalized Learning.

RRS has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

RRS has identified a success in English Learner Progress (Blue, 67.9%). We are continuing to focus on intentional practices for designated ELD. We also use Lexia English within personalized learning, which corresponds to our D-ELD program. We have more consistent walkthroughs for teacher development around ELD. Has been a key component–led by an A.P. of instruction. We will build on this success by implementing action 1.3 Services to Support Multilingual Students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Rocketship Rising Stars Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Rocketship Rising Stars Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Rocketship Rising Stars Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for [School] based on the CA School Dashboard for 2024 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 11/4/24, 1/28/25, with two more scheduled for spring of 2025. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings (12/17/24, 2/12/25, 5/5/25). Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. Our board meets quarterly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 28, 2025. The LCAP was adopted on June 11, 2025.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (9/4/24, 10/9/24 2/5/25, 3/11/25, 4/16/25, 5/14/25), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (3/4-3/21/2025).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings (11/15/24) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (November 18th - December 6th).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In 1.1 Personalized Learning, our teachers indicated they need more training on the Bridges curriculum. We will add training for the summer of 2025. In 1.3 Services to Support Multilingual Students, staff members observed the need to focus on integrated ELD strategies. We will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML

Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students. In 2.1 High Quality Research Based Curriculum, we heard from the feedback from our teachers' Brown Bag sessions that our teachers appreciate the resources and the refinements from 23-24 to 24-25, specifically the guided reading. They wanted to be able to better meet the needs of a broad range of students in their classrooms, and introducing these three approaches is meeting those needs. We therefore plan to continue this model in 25-26. We also utilized leader and teacher feedback from the curriculum pilot to inform the adoption of CK Integrated for grades 3-5, and CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place. In 2.2 Professional Development, we received feedback from teachers and leaders on the need for more differentiated p.d. to address teachers' levels of skill and experience. In response, we expanded our new teacher orientation. In 2.4 Instructional Coaching, across the region, the average teacher rating of coaching received was 8.2 out of 10. We therefore plan to maintain our current model of coaching. In 2.5 Teacher Credentialing, beginning in the 2024-25 school year, we launched a new program partnership with Reach University. Through this partnership, we offer a Preliminary Credential Program that provides staff with both an Early Completion option and a traditional two-year pathway to earning their Preliminary Credential. Additionally, we are collaborating with Reach University to support staff in earning their Bachelor's degree in Liberal Studies, equipping them with the necessary skills and meeting equivalency requirements for Basic Skills and Content Knowledge, further preparing them for a career in teaching. In Goal 4, we expanded our Care Corps (action 4.4) service offerings in response to feedback from families regarding their needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups Data Source: CA Dashboard	All Students: 64.5% English Learners: 44.9% Low Income: 62.7% Students with Disabilities: 28.6% Asian: 92.3% Hispanic/Latinx: 52.8% Data Year: 2022-23	All Students: 59% English Learners: 28.8% Low Income: 57.4% Students with Disabilities: 10.5% Asian: 86.4% Hispanic/Latinx: 46.9% Data Year: 2023-24	[Insert outcome here]	70% Data Year: 2025-26	All Students: -5.5 English Learners: -16.1 Low Income: -5.3 Students with Disabilities: -18.1 Asian: -5.9 Hispanic/Latinx: -5.9 Data Year: 2023-24
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups Data Source: CA Dashboard	All Students: 65.4% English Learners: 39.4% Low Income: 65.1% Students with Disabilities: 7.1% Asian: 92.4% Hispanic/Latinx: 52.4% Data Year: 2022-23	All Students: 63.9% English Learners: 41.8% Low Income: 62.3% Students with Disabilities: 10.5% Asian: 92.4% Hispanic/Latinx: 51.9% Data Year: 2023-24	[Insert outcome here]	70% Data Year: 2025-26	All Students: -1.5 English Learners: +2.4 Low Income: -2.8 Students with Disabilities: +3.4 Asian: Maintained Hispanic/Latinx: -0.5 Data Year: 2023-24

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	N/A	N/A	[Insert outcome here]	31% Data Year: 2025-26	n/a
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	1.08 Years Data Year: 2023-24	1.09 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+.01 Data Year: 2024-25
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.15 Years Data Year: 2023-24	1.19 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+.04 Data Year: 2024-25
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	44% Data Year: 2022-23	67.9% Data Year: 2023-24		73% Data Year: 2025-26	+23.9 Data Year: 2023-24

1.7	EL Reclassification Rate Data Source: SIS Demographics Data	11.4% Data Year: 2023-24 (as of 3/29/24)	15.2% Data Year 2024-25 (as of 4/4/25)		17% Data Year: 2026-27	+3.8 Data Year 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned. Successes and Challenges: In 1.1 Personalized Learning, we successfully implemented Tier II and utilized MTSS hubs to get the right intervention to all students. The CA team of our network also added a progress monitoring cycle across the entire region to ensure that progress is being captured for all our students. We successfully implemented a new Tier 2 math curriculum called Bridges. It was implemented in small groups within math classrooms. A challenge related to the Bridges curriculum was that although we did initial training, observations showed a need for more teacher training to implement the Bridges curriculum with full fidelity. We saw strong growth in NWEA Reading correlated to strong intervention practices. In 1.2 A challenge was that some increased level of needs led to curriculum shifts. Will continue to strengthen our tier 3 instruction and tools. In 1.3 Services to Support Multilingual Students, we had numerous successes. Our students continued to receive daily DELD instruction that focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. Instructional coaches were able to support the teachers through the use of look fors that delineated the teacher actions necessary for strong instruction. We were able to successfully implement the Interim ELPAC IA to inform instruction to better meet the individual or group needs of our students. Teachers were able to analyze domain specific data to identify the skills and knowledge students needed more practice on. Students also became more familiar with the testing platform and test structure that increased their confidence with taking the Summative ELPAC Assessment. Our schools also conducted ELAC Ambassador equity walks with new or returning representatives to continue the partnership with families of multilingual learners. Through this partnership, schools were able to find opportunities for families to support their students at home and increased family voice around the implementation of multilingual learner programs at their campuses. In 1.4 it has been challenging to help students understand the reading levels of books based off of DIBELS (harder to identify reading level compared to F and P, our prior assessment tool). We're partnering with our HUM team across the region to think through which measures are the strongest–lexile, student reading ability, or solely comprehension based. Lexiles are coming in higher than secondary measures of comprehension. We are trying to figure out what to use for grades 3 and 4. So we have been using Fountas and Pinnell to measure comprehension for upper grades and combining Lexile and F and P for lower grades.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.1 we spent more than budgeted ($102,599) because Chromebooks had to be replaced, resulting in an additional purchase of chromebooks this fiscal year. In 1.2 we spent more than budgeted ($153,662) due to increased need for special education contractors, in part due to open roles. Contractors are more expensive than hiring internal staff. In 1.3 we spent more than budgeted ($14,336) because Rocketship hired additional ELL staff (multilingual support specialists) due to the need for additional support for ELL students. In 1.4 we spent more than budgeted ($21,936) to provide Humanities teachers to support with reading. There were a larger number of Humanities teachers hired than initially estimated in the budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.5 Rocketship Reads actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math and exceeded it in Reading; and CAASPP ELA and Math, where we approached our target in ELA and Math. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address. We began implementing new curricula for reading and math in 2023-24.

Action 1.3 Services to Support Multilingual Students, was effective. In 2024, we had 73% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 17%. Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

1.1 Personalized Learning, we updated the action to include additional details on academic intervention curriculum and instruction. We updated 1.3 Services to Support Multilingual Students to include the focus for the coming year. We updated the targets for some metrics in response to year one data: CAASPP ELA (70% to 64%), Math (70% to 69%), ELPI (55% to 73%), Reclassification (15% to 17%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RRS's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.	$952,916 ($157,353 Title I)	Yes

1.2	Special Education Supports	Although RRS runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology. This action will include supports as needed to ensure regular attendance of our Students with Disabilities .	$424,334	No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provided more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.	$68,731	No

1.4	Rocketship Reads	Rocketship Rising Stars will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving assessment scores, nurturing lifelong learning, and engaging families in reading events. This will include working with our teachers and all staff members on modeling reading as an everyday activity, using culturally responsive texts to inform them and allow them to build connections to the different cultures within the Rising Stars community. Students read books and share about them with their peers. We have special readings students can do aligned to monthly themes, such as Hispanic Heritage, Black History, Women's History, Asian American Pacific Islander Month, and more. We also engage students with reading through a bedtime story series, with teachers and parents reading and posting favorite stories online.	$109,904	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned. In 2.1, we also rolled out three approaches to reading small group instruction for TK-5:1) foundational skills small group instruction, 2) applied decoding guided reading, and 3)novel studies guided reading. In 2.2, we also had a series of regional p.d. sessions where folks from multiple campuses came together and engaged in p.d. tailored to their content areas. Successes and Challenges: In 2.1 High Quality, Research Based Curriculum, we saw success in the mid-year NWEA Reading results, where across the network we had a 4% increase over the prior year of students moving into the upper third level (67th percentile and above). We saw the most growth in K and 3-5. A related challenge in 2.1 is that we are working on increasing growth for grades 1-2. We may refine our approaches to foundational skills and applied decoding guided reading. In 2.2 Professional Development, a success was that we expanded teacher orientation this year to two days from one day previously, based on teacher input. In 2.2, it has been a challenge to design network wide p.d. to meet the needs of the different schools, given the different curriculum we piloted. We are excited to move everyone to CKLA for next year. Differentiating across a range of teacher experience was also challenging. To address that, we are expanding new teacher orientation from two days to three. In 2.4 Instructional Coaching, a success was that we elevated the resources we have for in the moment coaching around the vision for the different parts of the block and our approaches to in the moment coaching. We refined the "Core Block Look Fors" We launched regional module launches where teachers get together with others from their grade level to plan upcoming units. In 2.5 Teacher Credentialing, a success is that offering staff additional study resources and PTO specifically for credentialing has enabled the region to prioritize testing requirements while ensuring dedicated time for staff to complete their program enrollment requirements. A challenge in 2.5 is that the state has recently introduced CSET exemptions, though only some of our staff qualify. These exemptions help alleviate testing pressures but are limited in availability. We had significant teacher turnover 22-23 to 23-24 and 23-24 to 24-25. We are pleased to be returning our entire 3/4th grade teaching team for 25-26. We strengthened our coaching and support for teachers to be equitable in providing differentiated supports for students who need it the most.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.3 we spent more than budgeted ($23,207) due to a larger number of external testing substitutes needed than initially expected. In 2.4 we spent more than budgeted ($90,796). Instructional coaching is primarily conducted by Assistant Principals. This school had more AP's on staff this year vs. budget, resulting in higher instructional coaching expenses. In 2.5 we spent less than budgeted (-$12,764). A larger number of credentialed teachers were hired, resulting in lower teacher credentialing costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress

toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2.1, we added information about curriculum adoptions for 25-26. In 2.2, we added information about our expanded new teacher orientation. In 2.3 Data Driven Instructional Practices, we updated the list of assessments to reflect current plans and expanded the description of our cycle of data analysis to provide more detail. In 2.5 Teacher Credentialing, we updated the action description to provide additional details on our efforts to support our teachers with credentialing.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RRS curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. [School] operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RRS utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 25-26, we will be adopting CK Integrated for grades 3-5, CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place.	$53,059	No

2.2	Professional Development	Professional Development is a critical component of the RRS program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RRS hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RRS has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RRS will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.	$243,773	Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	$78,506	Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RRS teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.	$224,248	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests.We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. Rocketship will continue exploring additional credential program partnerships to better support our Education Specialist and PK3 Eligible staff. Our goal is to establish similar partnerships to the one we have with Reach, expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 25-26 school year.	$10,712	No
2.6	Culturally Responsive Pedagogy	RRS is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1 Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	82% Data Year: 2023-24	85% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	+3 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	92% Data Year: 2023-24	94% Data Year: 2024-25	[Insert outcome here]	85% Data Year: 2026-27	+2 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.3 Safety Training, we have implemented additional controlled access on the front door of our campus. All entrants must be buzzed into the front entrance and then check in. We implemented a weekly safety walkthrough where BOM checks all security systems on campus to ensure they are working. We added an emergency survey which acts as a log for all safety incidents on campus. We are in the process of getting a new security system with a 360 view of the school perimeter to avoid any blind spots, along with a team that monitors–Verkada– to make our school visible at all times with team monitoring 24/7. We are also partnering with businesses next door to prevent crimes or mishaps from impacting the school. For example, we helped the next door church to install a gate that opens and closes during certain times of day so we can keep out unwelcome guests from the church parking lot. On the business side, we have built stronger officer/community relations due to increased crime in the area and partnered with San Jose PD to ensure that calls are responded to with greater urgency in that area. In 3.4 Schoolwide Operational Systems and Routines, Based on our mid-year walkthroughs, we have successfully met expectations for operations systems. Our network successfully tracked check-ins to ensure regular development of Operations Specialists. We conducted training for Operations Specialists on Excel, giving student directions, safety scenarios practice.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.2 we spent less than budgeted (-$33,405) because custodial services expenses have been lower than expected. In 3.3 we spent less than budgeted (-$3,659) because the cost of safety materials was lower than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 85% and % of families feel campus is safe: 94%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.	$639,770	Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	$274,266	No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.	$17,764	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	86% Data Year: 2023-24	83% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	-3 Data Year: 2024-25
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23	100% Data Year: 2023-24		100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned. Successes and Challenges: In 4.1 Enrichment, a success was that he majority of campuses have an Enrichment Center Coordinator (ECC) to support students' exposure and learning of science. Our Science ECCs have access and support in using high quality resources and facilitate student engagement in the work of scientists anchored in activities aligned to the 5 Es (engage, explore, explain, elaborate, and evaluate). A related challenge is both the total number of students our enrichment coordinators are working with each week (at least 200 across 2+ grades) and the limited number of minutes they have to support students. In 4.2 Outdoor Education and Community Experiences,we held successful science camp trips for grades 4 and 5, as measured by early planning and completion with minimal needs to reschedule and network wide average attendance of over 80% of students. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events. In 4.4 Care Corps, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. Across our thirteen CA schools, over 550 Tier III families have been served thanks to their strong partnership. 5,500 Rocketeers have been screened for Vision, Hearing and/or Dental. Rocketship Parent University (RPU) has conducted over 70 parent workshops. Care Closet has served 470 families. A challenge experienced in 4.4 is that implementing SART / RARB requires more additional staff training and support so it is implemented with fidelity and consistency. That is something we are working to address.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 we spent less than budgeted (-$127,126) because we had fewer enrichment center coordinators due to shifts in staffing. In 4.2 we spent more than budgeted ($27,287) because Science camp expenses were higher than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (83%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 87% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 4.4 Care Corps, we updated the action description with additional details on our Care Corps support.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

4.1	Enrichment	Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.	$194,340	Yes
4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$68,248	Yes

4.3	Social Emotional Learning	At Rocketship Rising Stars we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Rising Stars core values: respect, responsibility, persistence, empathy, and advocacy. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community. In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.	$199,475	No

		Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: **Food Distribution:** We service 800 families every month across San Jose and East Bay. **Care Closet:** Free clothing families can access either at food distribution sites or on campus. Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). **Health Screenings:** We conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. We partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program	$138,784	No

		Tier II: Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3) Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Goal 5

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of

5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	93.7% Data Year: 2023-24 (as of 3/29/24)	93.7% Data Year 2024-25 (as of 4/4/25)	[Insert outcome here]	94% Data Year: 2026-27	Maintained Data Year: 2024-25

5.2	Chronic Absenteeism rate for all students and all significant subgroups Data Source: SIS Attendance Reports	All Students: 20.3% English Learners: 20.5% Low Income: 19.1% Students with Disabilities: 18.6% Homeless: 32.6% Asian: 9.2% Black: 30.0% Hispanic/Latinx: 25.5% Data Year: 2023-24 (as of 3/29/24)	All Students: 20.9% English Learners: 16.7% Low Income: 21.2% Students with Disabilities: 19.0% Homeless: 26.2% Asian: 9.5% Black: 26.1% Hispanic/Latinx: 26.5% White: n<10 Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	All Students: 20% Data Year: 2026-27	+.6 Data Year: 2024-25
5.3	% of parents are involved (% parents on track to complete participation hours) Data Source: Internal HelpCounter Data	82% Data Year 2023-24 (as of 5/3/24)	75% Data Year 2024-25 (as of 4/4/25)	[Insert outcome here]	90% Data Year 2026-27	-7 Data Year: 2024-25

5.4	% Home visits completed Data Source: Internal Data	97% Data Year 2023-24	100% Data Year: 2024-25		95% Data Year 2026-27	+3 Data Year: 2024-25
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) Data Source: Annual Parent Survey	83% Data Year 2023-24	91% Data Year: 2024-25		90% Data Year 2026-27	+8 Data Year: 2024-25
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) Data Source: Annual Parent Survey	85% Data Year: 2023-24	87% Data Year: 2024-25		85% Data Year 2026-27	+2 Data Year: 2024-25

5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parent Survey	100% Data Year: 2023-24	100% Data Year: 2024-25		90% Data Year 2026-27	Maintained Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1 Family Engagement, as part of the summer and beginning of the year, we execute the Day 0-30 plan which outlines key events and specific goals around home visits, orientation, attendance to name a few. The goal as a region for Homevisits was 50% before the first day of school and 90% by December. We were able to achieve 52% by day one of school and 94% by December. Our orientation goal was 90% of all families participating which was also exceeded by all of our schools. We firmly believe that implementing these core practices sets the foundation for a strong partnership and relationship building for families and staff. Families engaging at in person events is a challenge given the variety of families and households that we serve. A challenge in 5.2 is for our school leaders and staff to continue to diversify opportunities that can be tailored to families who may not have the flexibility to participate in person during the day or after school due to work or personal situations. In 5.2 Family Advocacy and Leadership, we were pleased to have our network SSC presidents come together in Regional Advisory Boards--a blend of the SSC leaders and CLOC leaders to share testimony, leadership journey and path to advocacy with the national board of directors. This is an annual opportunity to meet the board, to share and ask questions. It also serves as a yearly pulse check for how we are doing in family advocacy. Our CLOC focused this year on advocating for renewal, engaging trustees on the renewal process, meeting with representatives, organizing at hearings, and leading voter registration drives. Our families in January this year engaged in immigration related topics. We also held an immigration forum on Zoom that featured local advocacy organizations to share resources and information on the topic of immigration. We had over 400 participants. After that event, many families expressed interest in doing more on this topic. We are now launching a Civic Engagement Advocacy Fellowship initiative, honing the skills of civic leadership for families, addressing the question of what does it take to become an influence in the community, a force for change. Then our participants can choose what direction to go with those new skills. In 5.3 School-Family Partnership, a we were pleased to have all new to Rocketship Staff engage in professional development sessions around family engagement vision, home visit purpose and best practices, family teacher conferences, etc. This year we met our network goals around family engagement metrics such as Homevisits by December 90%+ and Family -Teacher conferences. In 5.3 one challenge we have is around the amount of families who experience hardships that prevent them coming to school and being able to connect them with the

appropriate resources. Our Care Corps coordinators do an incredible job already but the needs of our families continue to increase. To solve for this, our Care Corps teams focus on identifying new outside agencies to diversify supports for our families. In 5.5 Los Dichos, a success was how the Los Dichos training equips families with public speaking skills and reading skills to better support their child at home and in the classroom (eg. Hold the book to the side so the children can see the pictures, pause when reading and make eye contact with the students, bring the book to life when reading, ask the students questions for comprehension and to make life connections). One challenge in 5.5 that we have is reaching a spread of 7 grade levels with just two lesson plans per month. The current breakdown is TK-G1 and G2-G5. Next year, we plan to move G2 down with the lower grades to support their understanding. In 5.6 Attendance Initiatives, a success is how our Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. 550 Tier III families have been served thanks to their strong partnership. A challenge in 5.6 is that connecting chronically absent families to long term housing and transportation options has been challenging. Some families do not want to take public transportation. At the network level, we need more training for staff so everyone implements best practices consistently across all schools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.1 we spent more than budgeted ($13,048) in order to provide additional communication and touch points with families, including phone calls. In 5.5 we spent less than budgeted (-$14,827) due to fewer expenses identified compared to budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (75%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (100%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (91%). 5.6 Attendance Initiatives was effective Average Daily Attendance (94%), by Chronic Absenteeism rate for all students and all significant subgroups (21% overall).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We updated the action description to provide more detail on our program to address chronic absenteeism. We updated the targets for some metrics based on year one data: ADA (95% to 94%), Chronic Absenteeism (10% to 20%), Parent Satisfaction (89% to 90%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We believe that families are their student's first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.	$113,992	Yes

		Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus. Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		

5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include: School Site Council (SSC) and English Learner Advisory Committee (ELAC): SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.	$0	No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the Care Corps program, schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$54,192	No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$31,102	No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program **Tier II:** Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3)	$16,758	No

		Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,075,933	$238,472

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.252%	0%	$0	31.252%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2024 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that the EL group is at yellow level (+4.4) and SED group is at green level (+17.7). In Math, both groups are at green level (EL +25.4, SED +4.8). We had red level performance in 2024 on the English Learner Progress Indicator, with 67.9% of students making progress towards English language proficiency. In 2024-25, our EL Reclassification rate was 15.2% as of 4/4/25. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Inatructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above).	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

		However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	
3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2024, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2025 survey results showed that 85% of students feel safe on campus and 83% of students feel a sense of connectedness at school. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2025 survey and internal data showed that 91% of parents were satisfied with their school, 75% of parents were involved in their school, 100% of families received home visits. In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Rising Stars Academy is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RRS does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 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 %)
2025-26	$ 6,642,638	$ 2,075,933	31.252%	0.000%	31.252%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,418,241	$ 894,037	$ -	$ 602,596	$ 3,914,873.78	$ 3,023,755	$ 891,119

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	RRS	Ongoing	$ 830,958	$ 121,958	$ 431,983	$ -	$ -	$ 520,933	$ 952,916	0.000%
1	2	Special Education Supports	Special Education	No	Limited	All	RRS	Ongoing	$ 178,647	$ 245,688	$ -	$ 422,114	$ -	$ 2,220	$ 424,334	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	All	RRS	Ongoing	$ 45,723	$ 23,008	$ -	$ -	$ -	$ 68,731	$ 68,731	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RRS	Ongoing	$ 82,776	$ 27,128	$ 109,904	$ -	$ -	$ -	$ 109,904	0.000%
2	1	High quality, research-based curriculum	All	No	LEA-wide	All	RRS	Ongoing	$ -	$ 53,059	$ 53,059	$ -	$ -	$ -	$ 53,059	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RRS	Ongoing	$ 227,704	$ 16,068	$ 243,773	$ -	$ -	$ -	$ 243,773	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RRS	Ongoing	$ 46,709	$ 31,798	$ 78,506	$ -	$ -	$ -	$ 78,506	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RRS	Ongoing	$ 224,248	$ -	$ 224,248	$ -	$ -	$ -	$ 224,248	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide	All	RRS	Ongoing	$ -	$ 10,712	$ -	$ -	$ -	$ 10,712	$ 10,712	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide	All	RRS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RRS	Ongoing	$ 639,770	$ -	$ 639,770	$ -	$ -	$ -	$ 639,770	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide	All	RRS	Ongoing	$ -	$ 274,266	$ 171,704	$ 102,562	$ -	$ -	$ 274,266	0.000%
3	3	Safety Training	All	No	LEA-wide	All	RRS	Ongoing	$ 6,577	$ 11,186	$ 17,764	$ -	$ -	$ -	$ 17,764	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide	All	RRS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RRS	Ongoing	$ 194,340	$ -	$ 194,340	$ -	$ -	$ -	$ 194,340	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RRS	Ongoing	$ -	$ 68,248	$ 68,248	$ -	$ -	$ -	$ 68,248	0.000%
4	3	Social Emotional Learning		Yes	LEA-wide	All	RRS	Ongoing	$ 199,475	$ -	$ -	$ 199,475	$ -	$ -	$ 199,475	0.000%
4	4	Care Corps	All	No	LEA-wide	All	RRS	Ongoing	$ 138,784	$ -	$ -	$ 138,784	$ -	$ -	$ 138,784	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RRS	Ongoing	$ 106,492	$ 7,500	$ 113,992	$ -	$ -	$ -	$ 113,992	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide	All	RRS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide	All	RRS	Ongoing	$ 54,192	$ -	$ 54,192	$ -	$ -	$ -	$ 54,192	0.000%
5	4	Los Dichos	All	No	LEA-wide	All	RRS	Ongoing	$ 31,102	$ -	$ -	$ 31,102	$ -	$ -	$ 31,102	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide	All	RRS	Ongoing	$ 16,258	$ 500	$ 16,758	$ -	$ -	$ -	$ 16,758	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 6,642,638	$ 2,075,933	31.252%	0.000%	31.252%	$ 2,104,765	0.000%	31.686%	**Total:**	$ 2,104,765
								LEA-wide Total:	$ 2,104,765
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RRS	$ 431,983	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RRS	$ 109,904	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RRS	$ 243,773	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RRS	$ 78,506	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RRS	$ 224,248	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RRS	$ 639,770	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RRS	$ 194,340	0.000%
4	2	Outdoor Education and Community Experi	Yes	LEA-wide	All	RRS	$ 68,248	0.000%
4	3	Social Emotional Learning	Yes	LEA-wide	All	RRS	$ -	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RRS	$ 113,992	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,740,149.73	$ 4,023,066.84

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	$ 857,973	$ 960,572
1	2	Special Education Supports	No	$ 562,526	$ 716,188
1	3	Services to Support Multilingual Students	No	$ 41,203	$ 55,539
1	4	Rocketship Reads	Yes	$ 113,018	$ 134,954
2	1	High quality, research-based curriculum	No	$ 47,033	$ 44,555
2	2	Professional Development	Yes	$ 242,407	$ 261,252
2	3	Data Driven Instructional Practices	Yes	$ 69,457	$ 92,664
2	4	Instructional Coaching	Yes	$ 219,551	$ 310,347
2	5	Teacher Credentialing	No	$ 25,594	$ 12,830
2	6	Culturally Responsive Pedagogy	No	$ -	$ -
3	1	Operations Staffing & Development	Yes	$ 532,585	$ 532,749
3	2	Facilities Maintenance	No	$ 261,707	$ 228,302
3	3	Safety Training	No	$ 17,254	$ 13,595
3	4	School-wide Operational Systems & Routines	No	$ -	$ -
4	1	Enrichment	Yes	$ 210,417	$ 83,291
4	2	Outdoor Education and Community Experiences	Yes	$ 62,249	$ 89,536
4	3	Social Emotional Learning	Yes	$ 168,910	$ 176,427
4	4	Care Corps	No	$ 78,791	$ 81,185
5	1	Family Engagement	Yes	$ 107,214	$ 120,262
5	2	Family Advocacy and Leadership	No	$ -	$ -
5	3	School-Family Partnership	No	$ 54,911	$ 55,826
5	4	Los Dichos	No	$ 18,527	$ 18,999
5	5	Attendance Initiatives	No	$ 48,822	$ 33,995

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 2,033,313	$ 2,010,238	$ 2,039,525	$ (29,288)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	$ 453,339	$414,471	0.000%	0.000%
1	4	Rocketship Reads	Yes	$ 113,018	$134,954	0.000%	0.000%
2	2	Professional Development	Yes	$ 242,407	$261,252	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	$ 69,457	$92,664	0.000%	0.000%
2	4	Instructional Coaching	Yes	$ 219,551	$310,347	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	$ 532,585	$532,749	0.000%	0.000%
4	1	Enrichment	Yes	$ 210,417	$83,291	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	$ 62,249	$89,536	0.000%	0.000%
4	3	Social Emotional Learning	Yes	$ -		0.000%	0.000%
5	1	Family Engagement	Yes	$ 107,214	$120,262	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 6,461,825	$ 2,033,313	0.000%	31.467%	$ 2,039,525	0.000%	31.563%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

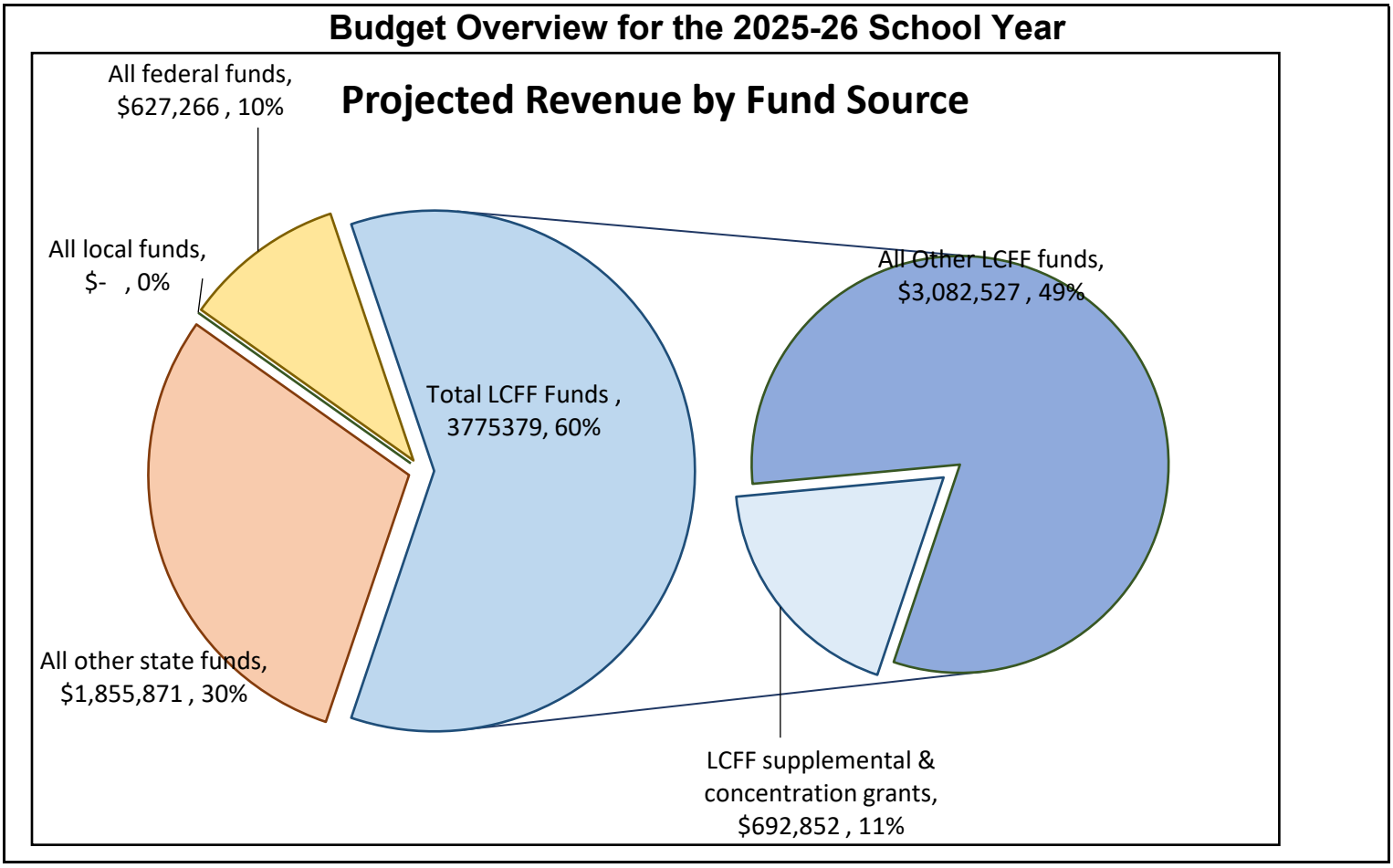
Local Educational Agency (LEA) Name: Rocketship Redwood City

CDS Code: 41-69005-0132076

School Year: 2025-26

LEA contact information: Benjamin Carson501-258-7831bcarson@rsed.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

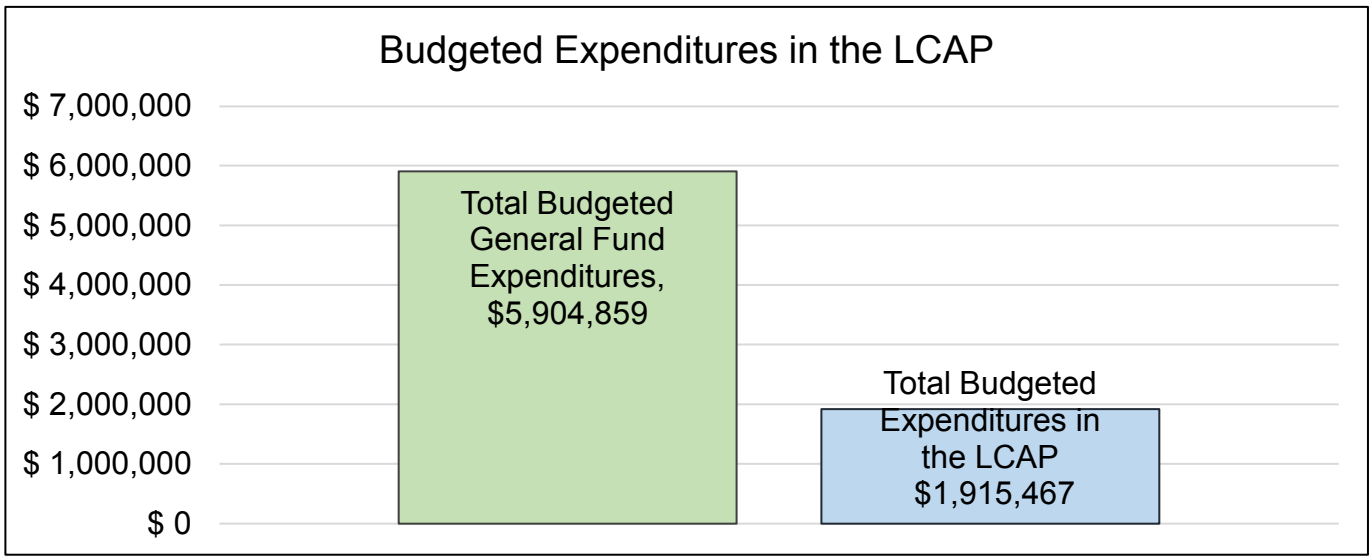


This chart shows the total general purpose revenue Rocketship Redwood City expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Redwood City is $6,258,515.58, of which $3,775,379.00 is Local Control Funding Formula (LCFF), $1,855,870.88 is other state funds, $0.00 is local funds, and $627,265.70 is federal funds. Of the $3,775,379.00 in LCFF Funds, $692,852.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Redwood City plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Redwood City plans to spend $5,904,859.38 for the 2025-26 school year. Of that amount, $1,915,466.51 is tied to actions/services in the LCAP and $3,989,392.87 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

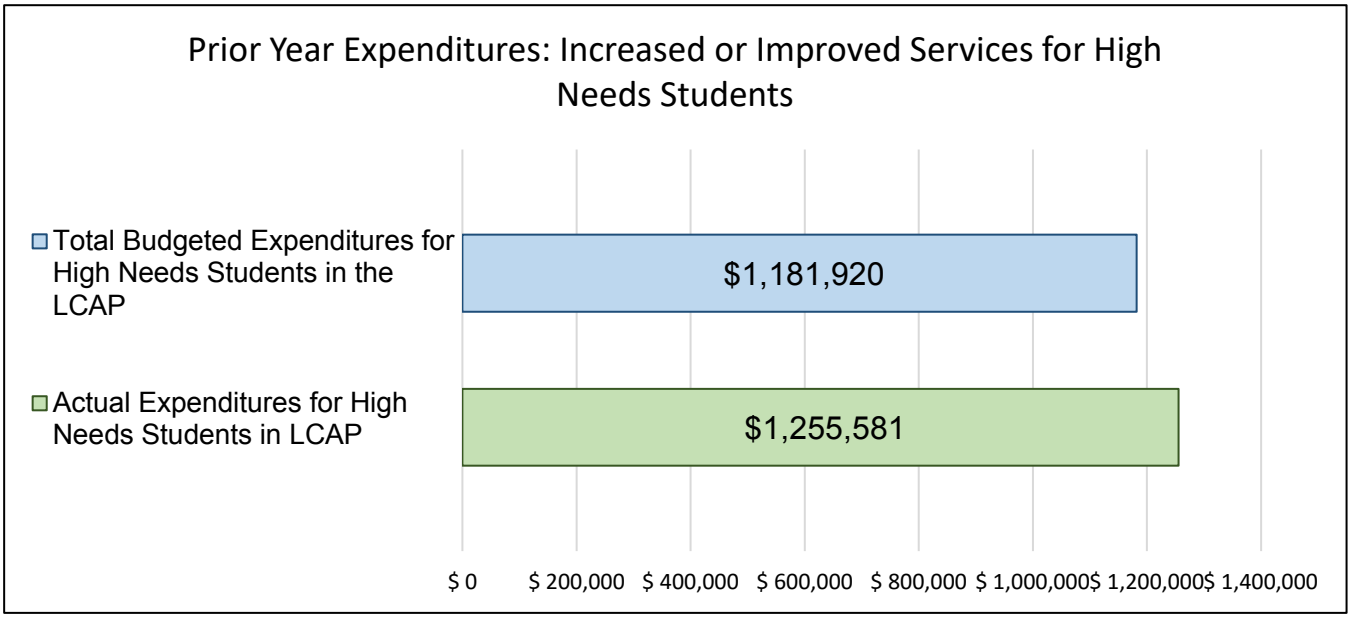
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications,insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Rocketship Redwood City is projecting it will receive $692,852.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Redwood City must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Redwood City plans to spend $1,061,468.24 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Rocketship Redwood City budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Redwood City estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Rocketship Redwood City's LCAP budgeted $1,181,919.81 for planned actions to increase or improve services for high needs students. Rocketship Redwood City actually spent $1,255,581.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Redwood City Prep	Genzel Tolentino, Principal	redwoodcity@rsed.org; (650) 238-9970

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Redwood City Prep opened in August 2015 and was the 11th Rocketship campus to open in the Bay Area, but the first Rocketship campus to open outside of San Jose, in Redwood City. It was started in response to overwhelming parent support in the area. The school serves 314 students in grades TK-5. Approximately 86.9% of the students are socioeconomically disadvantaged, 7% are Homeless Youth, 69.4% are English learners, and 96.5% are Hispanic/Latinx. Additionally, 11.5% of students qualify for special education services.

Rocketship Redwood City Prep operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Redwood City Prep's instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Redwood City Prep also operates under the principles that excellent teachers and leaders create transformational schools and engaged families are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities and Rocketship families are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At Rocketship Redwood City Prep this fifth core value is bravery. Bravery at RRWC means to be confident in your abilities and be able to advocate for yourself.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Redwood City Prep which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the

ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Redwood City based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

This school has no unexpended Learning Recovery Emergency Block Grant Funds.

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RRWC has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

RRWC has identified a need in English Language Arts for the Hispanic (Red, -72.8) and English Learner (Red, -90.6) student groups. We will address this need by implementing Required Action 1.1 Personalized Learning, and 1.3 Services to Support Multilingual Students. We implemented ML Supports in 23-24 with greater fidelity than ever, and we plan to continue this focus.

RRWC has identified a need in English Learner Progress (Red, 33.8%). We will address this need by implementing Required Action 1.3 Services to Support Multilingual Students.

2024 Dashboard Reflections

RRWC has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

RRWC has identified a need in English Language Arts Overall (-97.7) and for the Hispanic (Red, -100.4), Socioeconomically Disadvantaged (-102.7) and English Learner (Red, -116.1) student groups. We will address this need by implementing 1.1 Personalized Learning, and 1.3 Services to Support Multilingual Students.

RRWC has identified a need in English Learner Progress (Red, 9%). We will address this need by implementing 1.3 Services to Support Multilingual Students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Rocketship Redwood City Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Rocketship Redwood City Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Rocketship Redwood City Prep is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for RRWC based on the CA School Dashboard for 2024 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on [DATES]. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings (12/17/24, 2/12/25, 5/5/25). Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. Our board meets quarterly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 28, 2025. The LCAP was adopted on June 11, 2025.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (DATES), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (3/4-3/21/2025).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Chat and Chew feedback meetings (DATE) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (November 18th - December 6th).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In 1.1 Personalized Learning, our teachers indicated they need more training on the Bridges curriculum. We will add training for the summer of 2025. In 1.3 Services to Support Multilingual Students, staff members observed the need to focus on integrated ELD strategies. We will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML

Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students. In 2.1 High Quality Research Based Curriculum, we heard from the feedback from our teachers' Brown Bag sessions that our teachers appreciate the resources and the refinements from 23-24 to 24-25, specifically the guided reading. They wanted to be able to better meet the needs of broad range of students in their classrooms, and introducing these three approaches is meeting those needs. We therefore plan to continue this model in 25-26. We also utilized leader and teacher feedback from the curriculum pilot to inform the adoption of CK Integrated for grades 3-5, and CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place. In 2.2 Professional Development, we received feedback from teachers and leaders on the need for more differentiated p.d. to address teachers' levels of skill and experience. In response, we expanded our new teacher orientation. In 2.4 Instructional Coaching, across the region, the average teacher rating of coaching received was 8.2 out of 10. We therefore plan to maintain our current model of coaching. In 2.5 Teacher Credentialing, beginning in the 2024-25 school year, we launched a new program partnership with Reach University. Through this partnership, we offer a Preliminary Credential Program that provides staff with both an Early Completion option and a traditional two-year pathway to earning their Preliminary Credential. Additionally, we are collaborating with Reach University to support staff in earning their Bachelor's degree in Liberal Studies, equipping them with the necessary skills and meeting equivalency requirements for Basic Skills and Content Knowledge, further preparing them for a career in teaching. In Goal 4, we expanded our Care Corps (action 4.4) service offerings in response to feedback from families regarding their needs. In Goal 5, family survey results show improvements in parent satisfaction and feeling welcome, supporting the effectiveness and continued implementation of Goal 5 actions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups Data Source: CA Dashboard	All Students: 27.5% English Learners: 11.6% Low Income: 26.7% Students with Disabilities: 4.2% Hispanic/Latinx: 25.4% Data Year: 2022-23	All Students: 18.8% English Learners: 3.3% Low Income: 17.8% Students with Disabilities: 4.8% Hispanic/Latinx: 17.9% Data Year: 2023-24	[Insert outcome here]	24% Data Year: 2025-26	All Students: -8.7 English Learners: -8.3 Low Income: -8.9 Students with Disabilities: +.6 Hispanic/Latinx: -17.5 Data Year: 2023-24
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups Data Source: CA Dashboard	All Students: 29.0% English Learners: 15.8% Low Income: 28.3% Students with Disabilities: 0.0% Hispanic/Latinx: 27.0% Data Year: 2022-23	All Students: 25.7% English Learners: 13.0% Low Income: 17.8% Students with Disabilities: 4.8% Hispanic/Latinx: 17.9 % Data Year: 2023-24	[Insert outcome here]	31% Data Year: 2025-26	All Students: -3.3 English Learners: -2.8 Low Income: -10.5 Students with Disabilities: +4.8 Hispanic/Latinx: -9.1 Data Year: 2023-24

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 9.8% English Learners: 3.2% Low Income: 5.4% Hispanic/Latinx: 10.0% Data Year: 2022-23	All Students: 4.2% English Learners: 0.0% Low Income: 4.4% Hispanic/Latinx: 4.2% Data Year: 2023-24	[Insert outcome here]	15% Data Year: 2025-26	All Students: -5.6 English Learners: -3.2 Low Income: -1.0 Hispanic/Latinx: -5.8 Data Year: 2023-24
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	.78 Years Data Year: 2023-24	.94 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+.16 Data Year: 2024-25
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.13 Years Data Year: 2023-24	1.31 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+.18 Data Year: 2024-25
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	2022-23: 34%	2023-24: 9.0%		14% Data Year: 2025-26	-25 2023-24

1.7	EL Reclassification Rate Data Source: SIS Demographics Data	2.3% Data Year: 2023-24 (as of 3/29/24)	0.5% Data Year: 2024-25 (as of 4/4/25)		2.5% Data Year: 2026-27	-1.8 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned. Successes and Challenges: In 1.1 Personalized Learning, we successfully implemented Tier II and utilized MTSS hubs to get the right intervention to all students. The CA team of our network also added a progress monitoring cycle across the entire region to ensure that progress is being captured for all our students. We successfully implemented a new Tier 2 math curriculum called Bridges. It was implemented in small groups within math classrooms. A challenge related to the Bridges curriculum was that although we did initial training, observations showed a need for more teacher training to implement the Bridges curriculum with full fidelity. Also in 1.1, we piloted a reteach for phonics skills gaps–specific instruction addressing student holdbacks. In 1.3 Services to Support Multilingual Students, we had numerous successes. Our students continued to receive daily DELD instruction that focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. Instructional coaches were able to support the teachers through the use of look fors that delineated the teacher actions necessary for strong instruction. We were able to successfully implement the Interim ELPAC IA to inform instruction to better meet the individual or group needs of our students. Teachers were able to analyze domain specific data to identify the skills and knowledge students needed more practice on. Students also became more familiar with the testing platform and test structure that increased their confidence with taking the Summative ELPAC Assessment. Our schools also conducted ELAC Ambassador equity walks with new or returning representatives to continue the partnership with families of multilingual learners. Through this partnership, schools were able to find opportunities for families to support their students at home and increased family voice around the implementation of multilingual learner programs at their campuses. We also piloted a newcomer program that supported English acquisition for newcomers through a teacher supporting students with the Hello Benchmark curriculum, helping students with basic sounds, words, speaking, writing. This was done during small group time 4x weekly. In 1.4, a success was that every time students increased a level in reading, they would celebrate by earning a token for the book vending machine.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.2 we spent more than budgeted ($63,128) due to increased need for special education contractors, in part due to open roles. Contractors are more expensive than hiring internal staff. In 1.3 we spent more than budgeted ($4,458) because Rocketship hired additional ELL staff (multilingual support specialists) due to the need for additional support for ELL students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.5 Rocketship Reads actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we exceeded the target in Math and approached our target in Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we approached our target in ELA and Math. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address.

Action 1.3 Services to Support Multilingual Students, was somewhat effective. In 2024, we had 9% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 0.5%. We created a strong focus on this action, with additional teacher development, family engagement and daily Designated ELD. Observation data shows progress in implementation. Assessment data showing the full impact of this year's LCAP goals and initiatives will be available in the summer.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 1.1 Personalized Learning, we updated the action to include additional details on academic intervention curriculum and instruction. We updated 1.3 Services to Support Multilingual Students to include the focus for the coming year. We adjusted the targets for some outcomes in response to year one data: CAASPP ELA (33% to 24%), Math (34% to 31%), Science (15% to 9%), ELPI (55% to 14%), Reclassification (15% to 2.5%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RRWC's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.	$448,272 ($110,831 Title I)	Yes

1.2	Special Education Supports	Although RRWC runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.	$203,094	No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting to engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provided more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.	$43,120	No

1.4	Rocketship Reads	Rocketship Redwood City Prep will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity. Students and parents will track progress on DIBELS assessments and growth will be publicly celebrated to promote reading achievement. We will host a staff and family book club to spread and model the love of reading throughout the school community.	$58,666	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Log	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	Maintained Data Year: 2023-24	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned. In 2.1, we also rolled out three approaches to reading small group instruction for TK-5:1)foundational skills small group instruction, 2)applied decoding guided reading, and 3)novel studies guided reading. In 2.2, we also had a series of regional p.d. sessions where folks from multiple campuses came together and engaged in p.d. tailored to their content areas. Successes and Challenges: In 2.1 High Quality, Research Based Curriculum, we saw success in the mid-year NWEA Reading results, where across the network we had a 4% increase over the prior year of students moving into the upper third level (67th percentile and above). We saw the most growth in K and 3-5. A related challenge in 2.1 is that we are working on increasing growth for grades 1-2. We may refine our approaches to foundational skills and applied decoding guided reading. In 2.2 Professional Development, a success was that we expanded teacher orientation this year to two days from one day previously, based on teacher input. In 2.2, it has been a challenge to design network wide p.d. to meet the needs of the different schools, given the different curriculum we piloted. We are excited to move everyone to CKLA for next year. Differentiating across a range of teacher experience was also challenging. To address that, we are expanding new teacher orientation from two days to three. Also in 2.2, we successfully provided ongoing development for teachers, appropriately scaffolded throughout the months so teachers get exactly what they need. In 2.4 Instructional Coaching, a success was that we elevated the resources we have for in the moment coaching around the vision for the different parts of the block and our approaches to in the moment coaching. We refined the "Core Block Look Fors" We launched regional module launches where teachers get together with others from their grade level to plan upcoming units. In 2.5 Teacher Credentialing, a success is that offering staff additional study resources and PTO specifically for credentialing has enabled the region to prioritize testing requirements while ensuring dedicated time for staff to complete their program enrollment requirements. A challenge in 2.5 is that the state has recently introduced CSET exemptions, though only some of our staff qualify. These exemptions help alleviate testing pressures but are limited in availability. Another success was that we started and stayed completely staffed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.1 we spent more than budgeted ($21,384) because Core curriculum expenses were higher than anticipated. In 2.4 we spent more than budgeted ($103,376). Instructional coaching is primarily conducted by Assistant Principals. This school had more AP's on staff this year vs. budget, resulting in higher instructional coaching expenses. In 2.5 we spent less than budgeted (-$11,488). A larger number of credentialed teachers were hired, resulting in lower teacher credentialing costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress

toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2.1, we added information about curriculum adoptions for 25-26. In 2.2, we added information about our expanded new teacher orientation. In 2.3 Data Driven Instructional Practices, we updated the list of assessments to reflect current plans and expanded the description of our cycle of data analysis to provide more detail. In 2.5 Teacher Credentialing, we updated the action description to provide additional details on our efforts to support our teachers with credentialing.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RRWC curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RRWC operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RRWC utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 25-26, we will be adopting CK Integrated for grades 3-5, CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place.	$25,395	No

2.2	Professional Development	Professional Development is a critical component of the RRWC program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RRWC hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RRWC has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RRWC will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.	$140,673	Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	$42,497	Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RRWC teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.	$112,124	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests.We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. Rocketship will continue exploring additional credential program partnerships to better support our Education Specialist and PK3 Eligible staff. Our goal is to establish similar partnerships to the one we have with Reach, expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 25-26 school year.	$5,127	No
2.6	Culturally Responsive Pedagogy	RRWC is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1 Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	77% Data Year: 2023-24	100% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	+23 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	72% Data Year: 2023-24	91% Data Year: 2024-25	[Insert outcome here]	85% Data Year: 2026-27	+19 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.3 Safety Training, We have implemented additional controlled access on the front door of our campus. All entrants must be buzzed into the front entrance and then check in. We implemented a weekly safety walkthrough where BOM checks all security systems on campus to ensure they are working. We added an emergency survey which acts as a log for all safety incidents on campus. In 3.2 a challenge–with a building leased from the district, there are difficulties in getting permissions to upgrade facilities. In 3.4 Schoolwide Operational Systems and Routines, Based on our mid-year walkthroughs, we have successfully met expectations for operations systems. Our network successfully tracked check-ins to ensure regular development of Operations Specialists. We conducted training for Operations Specialists on Excel, giving student directions, safety scenarios practice. Also in 3.4, we solidified a successful system for drop off and pick up – parking and walking in, which eliminates traffic and safety issues of carpool processes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100%. The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 74% and % of families feel campus is safe: 91%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.	$353,770	Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	$125,120	No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.	$11,931	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	84% Data Year: 2023-24	80% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	-4 2024-25
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23	100% Data Year: 2023-24		100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned. Successes and Challenges: In 4.1 Enrichment, a success was that the majority of campuses have an Enrichment Center Coordinator (ECC) to support students' exposure and learning of science. Our Science ECCs have access and support in using high quality resources and facilitate student engagement in the work of scientists anchored in activities aligned to the 5 Es (engage, explore, explain, elaborate, and evaluate). A related challenge is both the total number of students our enrichment coordinators are working with each week (at least 200 across 2+ grades) and the limited number of minutes they have to support students. In 4.2 Outdoor Education and Community Experiences,we held successful science camp trips for grades 4 and 5, as measured by early planning and completion with minimal needs to reschedule and network wide average attendance of over 80% of students. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events. In 4.3 SEL, we successfully incorporated SEL components throughout the day for students. In 4.4 Care Corps, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. Across our thirteen CA schools, over 550 Tier III families have been served thanks to their strong partnership. 5,500 Rocketeers have been screened for Vision, Hearing and/or Dental. Rocketship Parent University (RPU) has conducted over 70 parent workshops. Care Closet has served 470 families. A challenge experienced in 4.4 is that implementing SART / RARB requires more additional staff training and support so it is implemented with fidelity and consistency. That is something we are working to address.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 we spent less than budgeted (-$60,005) because we had fewer enrichment center coordinators due to shifts in staffing. In 4.2 we spent more than budgeted ($ 11,618) because Science camp expenses were higher than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (80%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 85% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–95%).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 4.4 Care Corps, we updated the action description with additional details on our Care Corps support.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

4.1	Enrichment	Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.	$64,780	Yes
4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$32,665	Yes

4.3	Social Emotional Learning	At Rocketship Redwood City we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Redwood City core values: respect, responsibility, persistence, empathy, and bravery. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community. In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.	$95,473	No

		Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: **Food Distribution:** We service 800 families every month across San Jose and East Bay. **Care Closet:** Free clothing families can access either at food distribution sites or on campus. Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). **Health Screenings:** We conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. We partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program	$66,424	No

		Tier II: Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3) Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Goal 5

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of

5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	91.4% Data Year: 2023-24 (as of 3/29/24)	91.2% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	94% Data Year: 2026-27	-.2 Data Year: 2024-25
5.2	Chronic Absenteeism rate for all students and all significant subgroups Data Source: SIS Attendance Reports	All Students: 30.4% English Learners: 31.6% Low Income: 31.1% Students with Disabilities: 44.7 % Homeless: 30.6% Hispanic/Latinx: 30.2% Data Year: 2023-24 (as of 3/29/24)	All Students: 32.3% English Learners: 33.3% Low Income: 31.2% Students with Disabilities: 50.0% Homeless: 44.0% Hispanic/Latinx: 31.9% Asian: n<10 Black: n<10 White: n<10 Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	All Students: 20% Data Year: 2026-27	+1.9 Data Year: 2024-25

5.3	% of parents are involved (% parents on track to complete participation hours) Data Source: Internal HelpCounter Data	88% Data Year 2023-24 (as of 5/3/24) Data Source: Internal HelpCounter Data	56% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	90% Data Year 2026-27	-32 Data Year: 2024-25
5.4	% Home visits completed Data Source: Internal Data	95% Data Year 2023-24	97% Data Year: 2024-25		95% Data Year 2026-27	+2 Data Year: 2024-25
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) Data Source: Annual Parent Survey	65% Data Year 2023-24	87% Data Year: 2024-25		87% Data Year 2026-27	+22 Data Year: 2024-25

5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) Data Source: Annual Parent Survey	76% Data Year: 2023-24	85% Data Year: 2024-25		90% Data Year 2026-27	+9 Data Year: 2024-25
5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parent Survey	100% Data Year: 2023-24	95% Data Year: 2024-25		90% Data Year 2026-27	-5 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1 Family Engagement, as part of the summer and beginning of the year, we execute the Day 0-30 plan which outlines key events and specific goals around home visits, orientation, attendance to name a few. The goal as a region for Homevisits was 50% before the first day of school and 90% by December. We were able to achieve 52% by day one of school and 94% by December. Our orientation goal was 90% of all families participating which was also exceeded by all

of our schools. We firmly believe that implementing these core practices sets the foundation for a strong partnership and relationship building for families and staff. Families engaging at in person events is a challenge given the variety of families and households that we serve. A challenge in 5.2 is for our school leaders and staff to continue to diversify opportunities that can be tailored to families who may not have the flexibility to participate in person during the day or after school due to work or personal situations. In 5.2 Family Advocacy and Leadership, we were pleased to have our network SSC presidents come together in Regional Advisory Boards--a blend of the SSC leaders and CLOC leaders to share testimony, leadership journey and path to advocacy with the national board of directors. This is an annual opportunity to meet the board, to share and ask questions. It also serves as a yearly pulse check for how we are doing in family advocacy. Our CLOC focused this year on advocating for renewal, engaging trustees on the renewal process, meeting with representatives, organizing at hearings, and leading voter registration drives. Our families in January this year engaged in immigration related topics. We also held an immigration forum on Zoom that featured local advocacy organizations to share resources and information on the topic of immigration. We had over 400 participants. After that event, many families expressed interest in doing more on this topic. We are now launching a Civic Engagement Advocacy Fellowship initiative, honing the skills of civic leadership for families, addressing the question of what does it take to become an influence in the community, a force for change. Then our participants can choose what direction to go with those new skills. In 5.3 School-Family Partnership, we were pleased to have all new to Rocketship Staff engage in professional development sessions around family engagement vision, home visit purpose and best practices, family teacher conferences, etc. This year we met our network goals around family engagement metrics such as Homevisits by December 90%+ and Family -Teacher conferences. In 5.3 one challenge we have is around the amount of families who experience hardships that prevent them coming to school and being able to connect them with the appropriate resources. Our Care Corps coordinators do an incredible job already but the needs of our families continue to increase. To solve for this, our Care Corps teams focus on identifying new outside agencies to diversify supports for our families. In 5.5 Los Dichos, a success was how the Los Dichos training equips families with public speaking skills and reading skills to better support their child at home and in the classroom (eg. Hold the book to the side so the children can see the pictures, pause when reading and make eye contact with the students, bring the book to life when reading, ask the students questions for comprehension and to make life connections). One challenge in 5.5 that we have is reaching a spread of 7 grade levels with just two lesson plans per month. The current breakdown is TK-G1 and G2-G5. Next year, we plan to move G2 down with the lower grades to support their understanding. Another success in 5.5 was our partnership with our local library. We had 70 families participating, which is double our usual amount. In 5.6 Attendance Initiatives, a success is how our Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. 550 Tier III families have been served thanks to their strong partnership. A challenge in 5.6 is that connecting chronically absent families to long term housing and transportation options has been challenging. Some families do not want to take public transportation. At the network level, we need more training for staff so everyone implements best practices consistently across all schools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.5 we spent less than budgeted (-$13,407) due to fewer expenses identified compared to budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were somewhat effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (56%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (97%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (87%). Parent survey results showed higher satisfaction with feeling welcome this year. 5.6 Attendance Initiatives was effective Average Daily Attendance (91%), by Chronic Absenteeism rate for all students and all significant subgroups (32.3% overall).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We updated the action description to provide more detail on our program to address chronic absenteeism. We updated the targets for some metrics in response to year one data: ADA (95% to 94%), Chronic Absenteeism (10% to 20%), Parent Satisfaction (89% to 87%), Parent Connectedness (85% to 90%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We believe that families are their student's first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.	$70,949	Yes

		Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus. Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		

5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include: School Site Council (SSC) and English Learner Advisory Committee (ELAC): SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.	$0	No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the Care Corps program, schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$0	No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$14,886	No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program **Tier II:** Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3)	$500	No

		Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$692,852	$28,854

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.477%	0%	$0	22.477%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2024 ELA performance, we see that our English Learners and Socioeconomically Disadvantaged students are at red level (EL -116.1, SED -102.7). In Math, both groups are at orange level (EL -93 SED -79.2). We had red level performance in 2024 on the English Learner Progress Indicator, with 9% of students making progress towards English language proficiency. In 2024-25, our EL Reclassification rate was 0.5% as of 4/4/25. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above).	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

		However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	
3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2024, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2025 survey results showed that 74% of students feel safe on campus and 80% of students feel a sense of connectedness at school. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2025 survey and internal data showed that 87% of parents were satisfied with their school, 56% of parents were involved in their school, 97% of families received home visits. In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Redwood City Prep is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RRWC does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 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 %)
2025-26	$ 3,082,527	$ 692,852	22.477%	0.000%	22.477%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,174,977	$ 428,253	$ -	$ 312,237	$ 1,915,466.51	$ 1,491,184	$ 424,282

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	RRWC	Ongoing	$ 396,387	$ 51,885	$ 185,345	$ -	$ -	$ 262,928	$ 448,272	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	RRWC	Ongoing	$ 85,504	$ 117,591	$ -	$ 202,032	$ -	$ 1,063	$ 203,094	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	RRWC	Ongoing	$ 21,884	$ 21,236	$ -	$ -	$ -	$ 43,120	$ 43,120	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RRWC	Ongoing	$ 49,666	$ 9,000	$ 58,666	$ -	$ -	$ -	$ 58,666	0.000%
2	1	High quality, research-based curriculum	All	No	LEA-wide	[Input unduplicated student group(s)]	RRWC	Ongoing	$ -	$ 25,395	$ 25,395	$ -	$ -	$ -	$ 25,395	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RRWC	Ongoing	$ 132,982	$ 7,691	$ 140,673	$ -	$ -	$ -	$ 140,673	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RRWC	Ongoing	$ 27,278	$ 15,219	$ 42,497	$ -	$ -	$ -	$ 42,497	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RRWC	Ongoing	$ 112,124	$ -	$ 112,124	$ -	$ -	$ -	$ 112,124	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RRWC	Ongoing	$ -	$ 5,127	$ -	$ -	$ -	$ 5,127	$ 5,127	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		RRWC	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RRWC	Ongoing	$ 353,770	$ -	$ 353,770	$ -	$ -	$ -	$ 353,770	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		RRWC	Ongoing	$ -	$ 125,120	$ 75,682	$ 49,438	$ -	$ -	$ 125,120	0.000%
3	3	Safety Training	All	No	LEA-wide		RRWC	Ongoing	$ 6,577	$ 5,354	$ 11,931	$ -	$ -	$ -	$ 11,931	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		RRWC	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RRWC	Ongoing	$ 64,780	$ -	$ 64,780	$ -	$ -	$ -	$ 64,780	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RRWC	Ongoing	$ -	$ 32,665	$ 32,665	$ -	$ -	$ -	$ 32,665	0.000%
4	3	Social Emotional Learning		Yes	LEA-wide	All	RRWC	Ongoing	$ 95,473	$ -	$ -	$ 95,473	$ -	$ -	$ 95,473	0.000%
4	4	Care Corps	All	No	LEA-wide		RRWC	Ongoing	$ 66,424	$ -	$ -	$ 66,424	$ -	$ -	$ 66,424	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RRWC	Ongoing	$ 63,449	$ 7,500	$ 70,949	$ -	$ -	$ -	$ 70,949	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide		RRWC	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide		RRWC	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	4	Los Dichos	All	No	LEA-wide		RRWC	Ongoing	$ 14,886	$ -	$ -	$ 14,886	$ -	$ -	$ 14,886	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide		RRWC	Ongoing	$ -	$ 500	$ 500	$ -	$ -	$ -	$ 500	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,082,527	$ 692,852	22.477%	0.000%	22.477%	$ 1,061,468	0.000%	34.435%	**Total:**	$ 1,061,468
								LEA-wide Total:	$ 1,061,468
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RRWC	$ 185,345	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RRWC	$ 58,666	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RRWC	$ 140,673	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RRWC	$ 42,497	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RRWC	$ 112,124	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RRWC	$ 353,770	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RRWC	$ 64,780	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	All	RRWC	$ 32,665	0.000%
4	3	Social Emotional Learning	Yes	LEA-wide	All	RRWC	$ -	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RRWC	$ 70,949	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,126,167.31	$ 2,244,924.93

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	$ 438,616	$ 411,176
1	2	Special Education Supports	No	$ 250,458	$ 313,586
1	3	Services to Support Multilingual Students	No	$ 30,814	$ 35,272
1	4	Rocketship Reads	Yes	$ 53,888	$ 58,335
2	1	High quality, research-based curriculum	No	$ 17,458	$ 38,842
2	2	Professional Development	Yes	$ 135,355	$ 141,246
2	3	Data Driven Instructional Practices	Yes	$ 48,008	$ 43,847
2	4	Instructional Coaching	Yes	$ 109,057	$ 212,433
2	5	Teacher Credentialing	No	$ 21,500	$ 10,012
2	6	Culturally Responsive Pedagogy	No	$ -	$ -
3	1	Operations Staffing & Development	Yes	$ 392,053	$ 415,746
3	2	Facilities Maintenance	No	$ 134,063	$ 128,194
3	3	Safety Training	No	$ 12,444	$ 15,381
3	4	School-wide Operational Systems & Routines	No	$ -	$ -
4	1	Enrichment	Yes	$ 121,128	$ 61,123
4	2	Outdoor Education and Community Experiences	Yes	$ 31,068	$ 42,686
4	3	Social Emotional Learning	Yes	$ 85,816	$ 89,636
4	4	Care Corps	No	$ 65,657	$ 64,948
5	1	Family Engagement	Yes	$ 65,916	$ 59,953
5	2	Family Advocacy and Leadership	No	$ -	$ -
5	3	School-Family Partnership	No	$ 51,562	$ 53,279
5	4	Los Dichos	No	$ 15,433	$ 16,764
5	5	Attendance Initiatives	No	$ 45,874	$ 32,467

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 621,798	$ 1,181,920	$ 1,255,581	$ (73,661)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	$ 225,447	$220,212	0.000%	0.000%
1	4	Rocketship Reads	Yes	$ 53,888	$58,335	0.000%	0.000%
2	2	Professional Development	Yes	$ 135,355	$141,246	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	$ 48,008	$43,847	0.000%	0.000%
2	4	Instructional Coaching	Yes	$ 109,057	$212,433	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	$ 392,053	$415,746	0.000%	0.000%
4	1	Enrichment	Yes	$ 121,128	$61,123	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	$ 31,068	$42,686	0.000%	0.000%
4	3	Social Emotional Learning	Yes	$ -		0.000%	0.000%
5	1	Family Engagement	Yes	$ 65,916	$59,953	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,758,255	$ 621,798	0.000%	22.543%	$ 1,255,581	0.000%	45.521%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

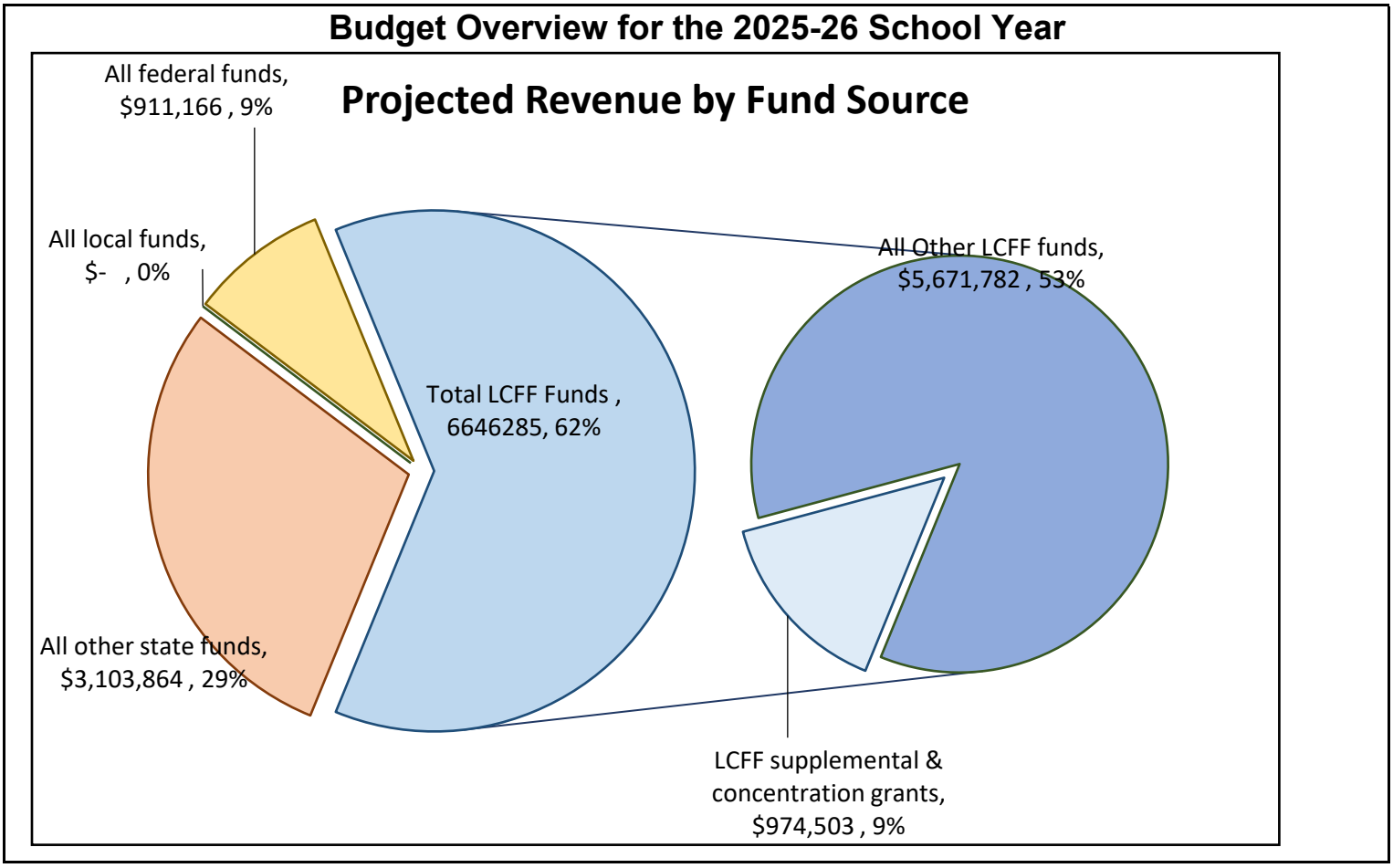
Local Educational Agency (LEA) Name: Rocketship Alma Academy

CDS Code: 43-10439-0125799

School Year: 2025-26

LEA contact information: Benjamin Carson501-258-7831bcarson@rsed.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

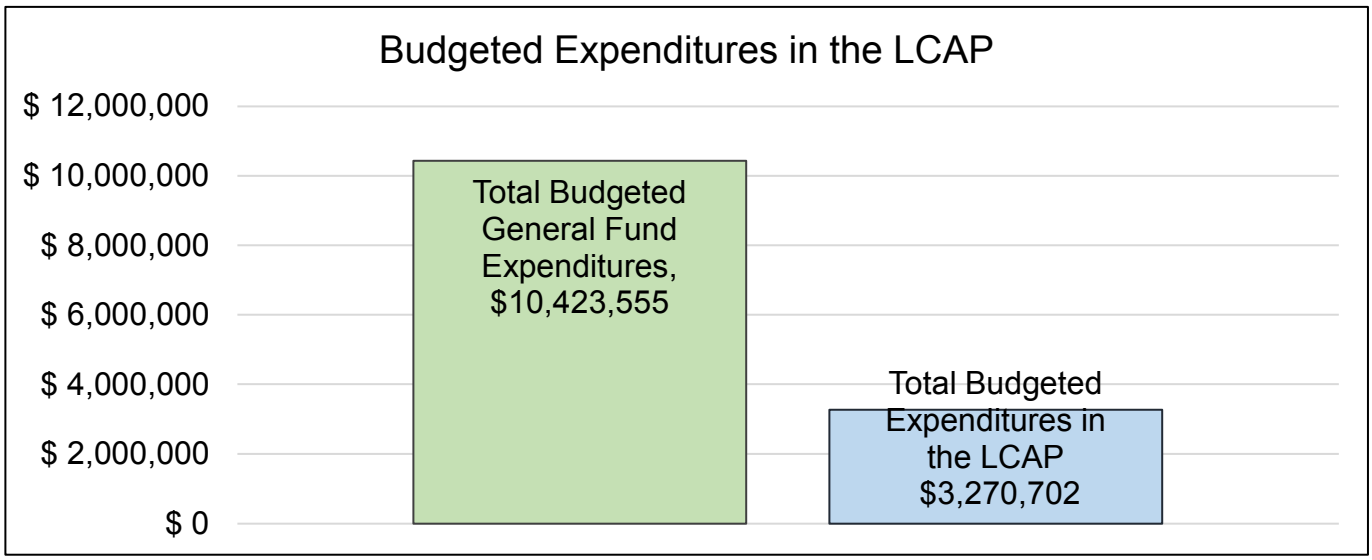


This chart shows the total general purpose revenue Rocketship Alma Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Alma Academy is $10,661,314.59, of which $6,646,285.00 is Local Control Funding Formula (LCFF), $3,103,863.55 is other state funds, $0.00 is local funds, and $911,166.04 is federal funds. Of the $6,646,285.00 in LCFF Funds, $974,503.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Alma Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Alma Academy plans to spend $10,423,554.72 for the 2025-26 school year. Of that amount, $3,270,701.77 is tied to actions/services in the LCAP and $7,152,852.94 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

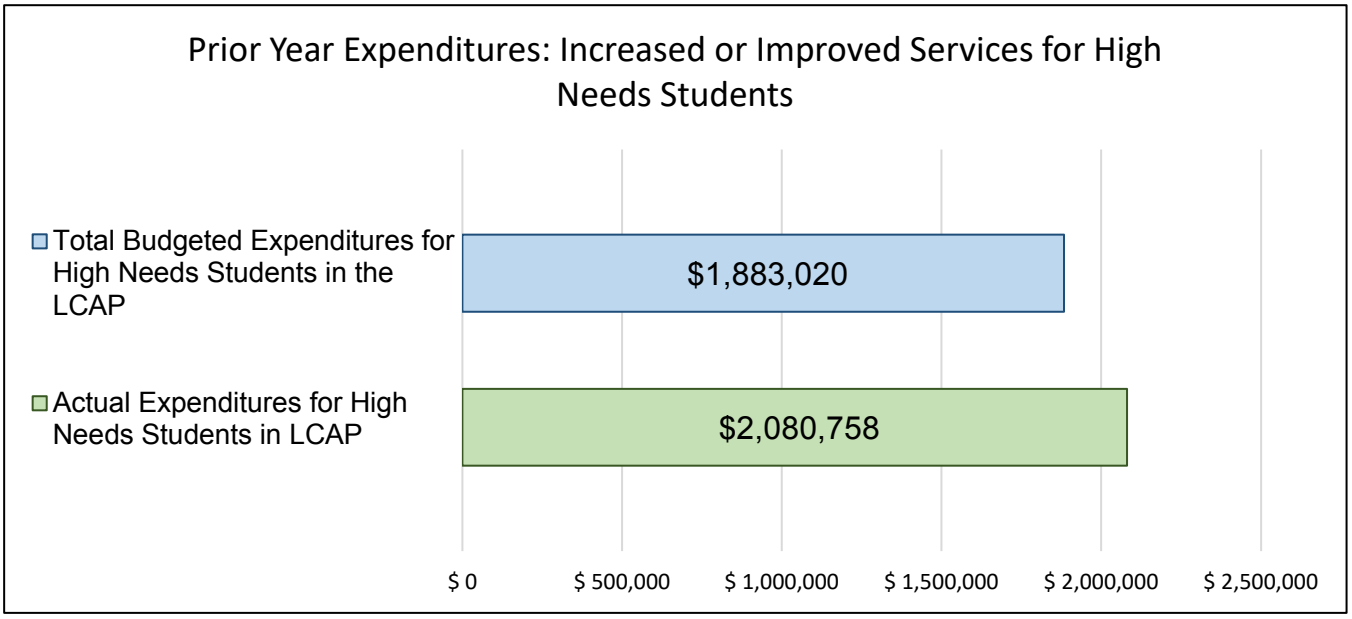
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications,insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Rocketship Alma Academy is projecting it will receive $974,503.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Alma Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Alma Academy plans to spend $1,892,240.70 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Rocketship Alma Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Alma Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Rocketship Alma Academy's LCAP budgeted $1,883,019.55 for planned actions to increase or improve services for high needs students. Rocketship Alma Academy actually spent $2,080,757.85 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Alma Academy	Abel Ibarra, Principal	alma@rsed.org; 408-931-6838

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Alma Academy opened in August 2012, the seventh school in the Rocketship Education network to open in San Jose. The school now serves 526 students in grades TK-5. Approximately 75.7% of the students are socioeconomically disadvantaged, 6.8% are homeless, 61.4% are English learners, 86.1% are Hispanic/Latinx, and 8% are African-American. Additionally, Rocketship Alma has approximately 12.7% of students who qualify for special education services.

Rocketship Alma operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Alma's instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Alma also operates under the principles that excellent teachers and leaders create transformational schools and engaged families are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities and Rocketship families are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At RSA this fifth core value is service. Alma Rocketeers are active citizens in their classrooms, homes, and communities. Our Rocketeers develop a social awareness of the needs that surround them and dedicate their time, energy, and talent to serve those very

needs. In doing so, our Rocketeers improve upon their own understanding of the world around them and also seek to improve the lives of others -- not just their own.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Alma which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Alma Academy based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

This school has no unexpended Learning Recovery Emergency Block Grant Funds.

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RSA has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

RSA has identified a need in English Learner Progress (Red, 20.2%). We will address this need by implementing Required Action 1.3 Services to Support Multilingual Students.

RSA has identified a need in English Language Arts for the Students with Disabilities student group (Red, -82.8). We will address this need by implementing Required Action 1.2 Special Education Supports and 1.1 Personalized Learning.

2024 Dashboard Reflections

RSA has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

RSA has identified a success in English Learner Progress (Blue, 55.9%). We build on this success by implementing action 1.3 Services to Support Multilingual Students.

RSA has identified a need in English Language Arts for the Students with Disabilities student group (Red, -117.2). We will address this need by implementing 1.2 Special Education Supports and 1.1 Personalized Learning.

RSA has identified a need in Chronic Absenteeism for the English Learner (Red, 17.9%) student group. We will address this need by implementing 5.5 Attendance Initiatives.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Rocketship Alma Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Rocketship Alma Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Rocketship Alma Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for RSA based on the CA School Dashboard for 2024 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 11/5/24, 1/30/25, 3/25/25, 5/28/25. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings (12/17/24, 2/12/25, 5/5/25). Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. Our board meets quarterly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 28, 2025. The LCAP was adopted on June 11, 2025.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (8/23/24, 9/13/24, 9/19/24, 10/25/24, 12/13/24, 1/10/25, 1/13/25, 1/18/25, 3/26/25, 3/31/25, 5/30/25), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (3/4-3/21/2025).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Chat and Chew feedback meetings (8/31/24) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (November 18th - December 6th).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In 1.1 Personalized Learning, our teachers indicated they need more training on the Bridges curriculum. We will add training for the summer of 2025. In 1.3 Services to Support Multilingual Students, staff members observed the need to focus on integrated ELD strategies. We will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students. In 2.1 High Quality Research Based Curriculum, we heard from the feedback from our teachers' Brown Bag sessions that our teachers appreciate the resources and the refinements from 23-24 to 24-25, specifically the guided reading. They wanted to be able to better meet the needs of a broad range of students in their classrooms, and introducing these three approaches is meeting those needs. We therefore plan to continue this model in 25-26. We also utilized leader and teacher feedback from the curriculum pilot to inform the adoption of CK Integrated for grades 3-5, and CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place. In 2.2 Professional Development, we received feedback from teachers and leaders on the need for more differentiated p.d. to address teachers' levels of skill and experience. In response, we expanded our new teacher orientation. In 2.4 Instructional Coaching, across the region, the average teacher rating of coaching received was 8.2 out of 10. We therefore plan to maintain our current model of coaching. In 2.5 Teacher Credentialing, beginning in the 2024-25 school year, we launched a new program partnership with Reach University. Through this partnership, we offer a Preliminary Credential Program that provides staff with both an Early Completion option and a traditional two-year pathway to earning their Preliminary Credential. Additionally, we are collaborating with Reach University to support staff in earning their Bachelor's degree in Liberal Studies, equipping them with the necessary skills and meeting equivalency requirements for Basic Skills and Content Knowledge, further preparing them for a career in teaching. In Goal 4, we expanded our Care Corps (action 4.4) service offerings in response to feedback from families regarding their needs. Also in Goal 4, parents shared their appreciation for the student field trip opportunities, and we plan to continue these. In Goal 5, families expressed high satisfaction with the level of accessibility and responsiveness to their needs from school leaders, supporting continued implementation of the actions of Goal 5.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 42.7% English Learners: 25.9% Low Income: 42.5% Students with Disabilities: 20.0% Black or African American: 44.4% Hispanic/Latinx: 39.5% Data Year: 2022-23	All Students: 37.2% English Learners: 20.8% Low Income: 33.1% Students with Disabilities: 20.0% Black or African American: 36.4% Hispanic/Latinx: 35.2% Data Year: 2023-24	[Insert outcome here]	42% Data Year: 2025-26	All Students: -5.5 English Learners: -5.1 Low Income: -9.4 Students with Disabilities: Maintained Black or African American: -8.0 Hispanic/Latinx: -4.3 Data Year: 2023-24

1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 44.9% English Learners: 32.2% Low Income: 44.7% Students with Disabilities: 20.8% Black or African American: 55.6% Hispanic/Latinx: 41.0% Data Year: 2022-23	All Students: 38.2% English Learners: 24.2% Low Income: 32.4% Students with Disabilities: 12.9% Black or African American: 50.0% Hispanic/Latinx: 34.2% Data Year: 2023-24	[Insert outcome here]	43% Data Year: 2025-26	All Students: -6.7 English Learners: -8.0 Low Income: -2.3 Students with Disabilities: -7.9 Black or African American: -5.6 Hispanic/Latinx: -6.8 Data Year: 2023-24
1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 39.3% English Learners: 16.7% Low Income: 41.3% Hispanic/Latinx: 32.7% Data Year: 2022-23	All Students: 20.0% English Learners: 9.4% Low Income: 17.3% Students with Disabilities: 9.1% Hispanic/Latinx: 16.4% Data Year: 2023-24	[Insert outcome here]	44% Data Year: 2025-26	All Students: -19.3 English Learners: -7.3 Low Income:--24.0 Students with Disabilities: n/a Hispanic/Latinx: -16.3 Data Year: 2023-24

1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	.84 Years Data Year: 2023-24	.82 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	-.02 Data Year: 2024-25
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	.88 Years Data Year: 2023-24	.8 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	-.08 Data Year: 2024-25
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	31% Data Year: 2022-23	55.9% Data Year: 2023-24		61% Data Year: 2025-26	+24.9 Data Year: 2022-23

1.7	EL Reclassification Rate Data Source: SIS Demographics Data	3.1% Data Year: 2023-24(as of 3/29/24)	12% Data Year: 2024-25(as of 4/4/25)		14% Data Year: 2026-27	+8.9 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned. Successes and Challenges: In 1.1 Personalized Learning, we successfully implemented Tier II and utilized MTSS hubs to get the right intervention to all students. The CA team of our network also added a progress monitoring cycle across the entire region to ensure that progress is being captured for all our students. We successfully implemented a new Tier 2 math curriculum called Bridges. It was implemented in small groups within math classrooms. A challenge related to the Bridges curriculum was that although we did initial training, observations showed a need for more teacher training to implement the Bridges curriculum with full fidelity. We are seeing more success this year than last through our model of small group instruction (with the new guided reading model). We note better accuracy when reading to address fluency; in STEM, we leveraged the new Bridges intervention curriculum to fill student gaps (particularly around supporting students behind grade level). It's a challenge to support students on or above grade level. We started to focus on Tier I instruction (which will be a big goal for next year–management and instruction). In 1.3 Services to Support Multilingual Students, we had numerous successes. Our students continued to receive daily DELD instruction that focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. Instructional coaches were able to support the teachers through the use of look fors that delineated the teacher actions necessary for strong instruction. We were able to successfully implement the Interim ELPAC IA to inform instruction to better meet the individual or group needs of our students. Teachers were able to analyze domain specific data to identify the skills and knowledge students needed more practice on. Students also became more familiar with the testing platform and test structure that increased their confidence with taking the Summative ELPAC Assessment. Our schools also conducted ELAC Ambassador equity walks with new or returning representatives to continue the partnership with families of multilingual learners. Through this partnership, schools were able to find opportunities for families to support their students at home and increased family voice around the implementation of multilingual learner programs at their campuses. In 1.4 Rocketship Reads, we have had particular success in upper grades Humanities. Lower grades Humanities have not been showing as much growth. We are addressing this instruction through targeted p.d. and adjusting student academic levels for grouping. We added more modeling of love of reading and the celebrating of students when they achieve milestones.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.5 we spent less than budgeted (-$22,716) due to fewer expenses identified compared to budget. In 1.3 we spent more than budgeted ($17,974) because Rocketship hired additional ELL staff (multilingual support specialists) due to the need for additional support for ELL students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.5 Rocketship Reads actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math and Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we approached our target in ELA and Math. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address. We began implementing new curricula for reading and math in 2023-24, and we continue to focus on implementation.

Action 1.3 Services to Support Multilingual Students was somewhat effective. In 2024, we had 56% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 7%. Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 1.1 Personalized Learning, we updated the action to include additional details on academic intervention curriculum and instruction. We updated 1.3 Services to Support Multilingual Students to include the focus for the coming year. We adjusted the targets of some metrics in response to year one data: CAASPP ELA (48% to 42%), Math (50% to 43%), Science (44% to 25%), ELPI (55% to 61%), Reclassification (15% to 14%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RSA's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.	$543,815 ($150,165 Title I)	Yes

1.2	Special Education Supports	Although RSA runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology. This action will support ELA growth and achievement of our Students with Disabilities by providing supports personalized to their needs.	$368,501	No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting to engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provided more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.	$61,961	No

1.4	Rocketship Reads	Rocketship Alma will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity. As students are on track toward their end of year goals, they will be celebrated with recognition and incentives. Students will have two books on their level available at all times for reading. We will implement cohort-based incentives for students reading throughout the day and outside of school.	$117,331	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	Maintained Data Year: 2023-24	Maintained Data Year: 2023-24
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned. In 2.1, we also rolled out three approaches to reading small group instruction for TK-5:1) foundational skills small group instruction, 2)applied decoding guided reading, and 3)novel studies guided reading. In 2.2, we also had a series of regional p.d. sessions where folks from multiple campuses came together and engaged in p.d. tailored to their content areas. Successes and Challenges: In 2.1 High Quality, Research Based Curriculum, we saw success in the mid-year NWEA Reading results, where across the network we had a 4% increase over the prior year of students moving into the upper third level (67th percentile and above). We saw the most growth in K and 3-5. A related challenge in 2.1 is that we are working on increasing growth for grades 1-2. We may refine our approaches to foundational skills and applied decoding guided reading. We found that the roll out of CKLA Integrated in Humanities increased student engagement/investment. We were pleased that our strong partnership with the regional team helped us with intentional development of this initiative. In 2.2 Professional Development, a success was that we expanded teacher orientation this year to two days from one day previously, based on teacher input. In 2.2, it has been a challenge to design network wide p.d. to meet the needs of the different schools, given the different curriculum we piloted. We are excited to move everyone to CKLA for next year. Differentiating across a range of teacher experience was also challenging. To address that, we are expanding new teacher orientation from two days to three. In 2.4 Instructional Coaching, a success was that we elevated the resources we have for in the moment coaching around the vision for the different parts of the block and our approaches to in the moment coaching. We refined the "Core Block Look Fors" We launched regional module launches where teachers get together with others from their grade level to plan upcoming units. In 2.5 Teacher Credentialing, a success is that offering staff additional study resources and PTO specifically for credentialing has enabled the region to prioritize testing requirements while ensuring dedicated time for staff to complete their program enrollment requirements. A challenge in 2.5 is that the state has recently introduced CSET exemptions, though only some of our staff qualify. These exemptions help alleviate testing pressures but are limited in availability.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.1 we spent more than budgeted ($15,053) because Core curriculum expenses were higher than anticipated. In 2.4 we spent more than budgeted ($104,603). Instructional coaching is primarily conducted by Assistant Principals. This school had more AP's on staff this year vs. budget, resulting in higher instructional coaching expenses. In 2.5 we spent less than budgeted (-$19,395). A larger number of credentialed teachers were hired, resulting in lower teacher credentialing costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined

with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. Staff feedback indicates they appreciate the intentional p.d. we have provided them. They loved our theme for this year–What starts here changes the world. Students shared that they loved the new curriculum because it is more engaging. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2.1, we added information about curriculum adoptions for 25-26. In 2.2, we added information about our expanded new teacher orientation. In 2.3 Data Driven Instructional Practices, we updated the list of assessments to reflect current plans and expanded the description of our cycle of data analysis to provide more detail. In 2.5 Teacher Credentialing, we updated the action description to provide additional details on our efforts to support our teachers with credentialing.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RSA curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RSA operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RSA utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 25-26, we will be adopting CK Integrated for grades 3-5, CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place.	$46,077	No

2.2	Professional Development	Professional Development is a critical component of the RSA program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RSA hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RSA has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RSA will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.	$251,747	Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	$76,392	Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RSA teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.	$224,248	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests.We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. Rocketship will continue exploring additional credential program partnerships to better support our Education Specialist and PK3 Eligible staff. Our goal is to establish similar partnerships to the one we have with Reach, expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 25-26 school year.	$9,303	No
2.6	Culturally Responsive Pedagogy	RSA is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1 Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	82% Data Year: 2023-24	79% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	-3 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	90% Data Year: 2023-24	89% Data Year: 2024-25	[Insert outcome here]	85% Data Year: 2026-27	-1 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing and Development, we were successful in fully staffing for Operations roles–we achieved a nearly full Operations staff with one opening of Ops Specialists. In 3.2 Facilities Maintenance, we successfully completed a new coat on our parking lot. Another facilities success was that we completely repainted our indoors. In 3.3 Safety Training, We have implemented additional controlled access on the front door of our campus. All entrants must be buzzed into the front entrance and then check in. We implemented a weekly safety walkthrough where BOM checks all security systems on campus to ensure they are working. We added an emergency survey which acts as a log for all safety incidents on campus. In 3.3 a challenge was that we discovered that our security system was not working properly. We therefore changed out our security system for one that provides 24/7 monitoring. In 3.4 Schoolwide Operational Systems and Routines, Based on our mid-year walkthroughs, we have successfully met expectations for operations systems. Our network successfully tracked check-ins to ensure regular development of Operations Specialists. We conducted training for Operations Specialists on Excel, giving student directions, safety scenarios practice.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.1 we spent more than budgeted ($96,023) due to additional operations support needed, and hourly rates higher than planned. In 3.3 we spent less than budgeted ($1,346) because the cost of safety materials was lower than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100%. The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 79% and % of families feel campus is safe: 89%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.	$496,770	Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	$293,575	No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.	$16,292	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	82% Data Year: 2023-24	81% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	-1 Data Year: 2024-25
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25(as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25(as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23	100% Data Year: 2023-24		100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned. Successes and Challenges: In 4.1 Enrichment, a success was that the majority of campuses have an Enrichment Center Coordinator (ECC) to support students' exposure and learning of science. Our Science ECCs have access and support in using high quality resources and facilitate student engagement in the work of scientists anchored in activities aligned to the 5 Es (engage, explore, explain, elaborate, and evaluate). A related challenge is both the total number of students our enrichment coordinators are working with each week (at least 200 across 2+ grades) and the limited number of minutes they have to support students. We were pleased to be able to provide PE for all, developmental play for TK-1, art for grades 2-5, and Hello World, a VR class for grades 4-5. In 4.2 Outdoor Education and Community Experiences,we held successful science camp trips for grades 4 and 5, as measured by early planning and completion with minimal needs to reschedule and network wide average attendance of over 80% of students. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events. In 4.3, we brought back the Kimochis curriculum for K-2. In 4.4 Care Corps, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. Across our thirteen CA schools, over 550 Tier III families have been served thanks to their strong partnership. 5,500 Rocketeers have been screened for Vision, Hearing and/or Dental. Rocketship Parent University (RPU) has conducted over 70 parent workshops. Care Closet has served 470 families. A challenge experienced in 4.4 is that implementing SART / RARB requires more additional staff training and support so it is implemented with fidelity and consistency. That is something we are working to address.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.2 we spent more than budgeted ($28,523) because Science camp expenses were higher than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (81%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. Students shared that they loved our field trips. The Care Corps action was effective as evidenced by 85% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–90%).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 4.4 Care Corps, we updated the action description with additional details on our Care Corps support.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

4.1	Enrichment	Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.	$194,340	Yes
4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$59,268	Yes

4.3	Social Emotional Learning	At Rocketship Alma we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Alma core values: respect, responsibility, persistence, empathy, and service. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community. In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.	$173,228	No

		Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: **Food Distribution:** We service 800 families every month across San Jose and East Bay. **Care Closet:** Free clothing families can access either at food distribution sites or on campus. Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). **Health Screenings:** We conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. We partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops	$120,523	No

		Flyering arrival and/or dismissal to promote program **Tier II:** Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3) Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will

monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	92.4% Data Year: 2023-24 (as of 3/29/24)	91.6% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	94% Data Year: 2026-27	-.8 Data Year: 2024-25

5.2	Chronic Absenteeism rate for all students and all significant subgroups Data Source: SIS Attendance Reports	All Students: 27.8% English Learners: 28.7% Low Income: 26.0% Students with Disabilities: 30.6% Homeless: 51.1% Asian: 0.0% Black or African American: 29.5% Hispanic/Latinx: 11.4% White: 47.1% Data Year: 2023-24 (as of 3/29/24)	All Students: 30.5% English Learners: 30.0% Low Income: 31.5% Students with Disabilities: 35.7% Homeless: 52.7% Asian: 20.0% Black or African American: 21.4% Hispanic/Latinx: 32.1% White: n<10% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	All Students: 20% Data Year: 2026-27	+2.7 Data Year: 2024-25
5.3	% of parents are involved (% parents on track to complete participation hours) Data Source: Internal HelpCounter Data	100% Data Year 2023-24 (as of 5/3/24)	68% Data Year 2024-25 (as of 4/4/25)	[Insert outcome here]	90% Data Year 2026-27	-32 Data Year: 2024-25

5.4	% Home visits completed Data Source: Internal Data	94% Data Year 2023-24	100% Data Year: 2024-25		95% Data Year 2026-27	+6 Data Year: 2024-25
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) Data Source: Annual Parent Survey	84% Data Year 2023-24	91% Data Year: 2024-25		90% Data Year 2026-27	+7 Data Year: 2024-25
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) Data Source: Annual Parent Survey	87% Data Year: 2023-24	85% Data Year: 2024-25		85% Data Year 2026-27	-2 Data Year: 2024-25

5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parent Survey	91% Data Year: 2023-24	90% Data Year: 2024-25		90% Data Year 2026-27	-1 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1 Family Engagement, as part of the summer and beginning of the year, we execute the Day 0-30 plan which outlines key events and specific goals around home visits, orientation, attendance to name a few. The goal as a region for Homevisits was 50% before the first day of school and 90% by December. We were able to achieve 52% by day one of school and 94% by December. Our orientation goal was 90% of all families participating which was also exceeded by all of our schools. We firmly believe that implementing these core practices sets the foundation for a strong partnership and relationship building for families and staff. Families engaging at in person events is a challenge given the variety of families and households that we serve. A challenge in 5.2 is for our school leaders and staff to continue to diversify opportunities that can be tailored to families who may not have the flexibility to participate in person during the day or after school due to work or personal situations. In 5.2 Family Advocacy and Leadership, we were pleased to have our network SSC presidents come together in Regional Advisory Boards--a blend of the SSC leaders and CLOC leaders to share testimony, leadership journey and path to advocacy with the national board of directors. This is an annual opportunity to meet the board, to share and ask questions. It also serves as a yearly pulse check for how we are doing in family advocacy. Our CLOC focused this year on advocating for renewal, engaging trustees on the renewal process, meeting with representatives, organizing at hearings, and leading voter registration drives. Our families in January this year engaged in immigration related topics. We also held an immigration forum on Zoom that featured local advocacy organizations to share resources and information on the topic of immigration. We had over 400 participants. After that event, many families expressed interest in doing more on this topic. We are now launching a Civic Engagement Advocacy Fellowship initiative, honing the skills of civic leadership for families, addressing the question of what does it take to become an influence in the community, a force for change. Then our participants can choose what direction to go with those new skills. Another success in family advocacy was the way in which our families successfully partnered to advocate for our new crosswalk. In 5.3 School-Family Partnership, we were pleased to have all new to Rocketship staff engage in professional development sessions around family engagement vision, home visit purpose and best practices, family teacher conferences, etc. This year we met our network goals around

family engagement metrics such as Homevisits by December 90%+ and Family -Teacher conferences. In 5.3 one challenge we have is around the amount of families who experience hardships that prevent them coming to school and being able to connect them with the appropriate resources. Our Care Corps coordinators do an incredible job already but the needs of our families continue to increase. To solve for this, our Care Corps teams focus on identifying new outside agencies to diversify supports for our families. In 5.5 Los Dichos, a success was how the Los Dichos training equips families with public speaking skills and reading skills to better support their child at home and in the classroom (eg. Hold the book to the side so the children can see the pictures, pause when reading and make eye contact with the students, bring the book to life when reading, ask the students questions for comprehension and to make life connections). One challenge in 5.5 that we have is reaching a spread of 7 grade levels with just two lesson plans per month. The current breakdown is TK-G1 and G2-G5. Next year, we plan to move G2 down with the lower grades to support their understanding. In 5.6 Attendance Initiatives, a success is how our Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. 550 Tier III families have been served thanks to their strong partnership. A challenge in 5.6 is that connecting chronically absent families to long term housing and transportation options has been challenging. Some families do not want to take public transportation. At the network level, we need more training for staff so everyone implements best practices consistently across all schools. In 5.6 we have been doing Friday Landings monthly to celebrate perfect attendance, and we have partnered with Care Corps to support families in removing barriers to attendance.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.5 we spent less than budgeted (-$15,804) due to fewer expenses identified compared to budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (68%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (100%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (91%). 5.6 Attendance Initiatives was effective Average Daily Attendance (92%), by Chronic Absenteeism rate for all students and all significant subgroups (31% overall).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We updated the action description to provide more detail on our program to address chronic absenteeism. We adjusted the targets for some metrics in response to year one data: ADA (95% to 94%), Chronic Absenteeism (10% to 20%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We believe that families are their student's first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.	$119,373	Yes

		Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus. Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		

5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include: School Site Council (SSC) and English Learner Advisory Committee (ELAC): SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.	$0	No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the Care Corps program, schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$54,192	No

5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$27,010	No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program **Tier II:** Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration	$16,758	No

		Celebrations (attendance for T3) Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$974,503	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.182%	0%	$0	17.182%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2024 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at Orange level for ELA (-45 SED, -51.6 EL) and Math, (-34.1 SED, -32.7 EL). We had Blue level performance in 2024 on the English Learner Progress Indicator, with 55.9% of students making progress towards English language proficiency. In 2024-25, our EL Reclassification rate was 6.8% as of 4/4/25. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

		associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	

3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2024, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2025 survey results showed that 79% of students feel safe on campus and 81% of students feel a sense of connectedness at school. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2025 survey and internal data showed that 91% of parents were satisfied with their school, 68% of parents were involved in their school, 100% of families received home visits. In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 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 %)
2025-26	$ 5,671,782	$ 974,503	17.182%	0.000%	17.182%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,201,404	$ 805,064	$ -	$ 264,234	$ 3,270,701.77	$ 2,452,969	$ 817,733

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	$ 447,201	$ 96,613	$ 352,772	$ -	$ -	$ 191,043	$ 543,815	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	RSA	Ongoing	$ 155,141	$ 213,360	$ -	$ 366,573	$ -	$ 1,928	$ 368,501	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	RSA	Ongoing	$ 39,707	$ 22,254	$ -	$ -	$ -	$ 61,961	$ 61,961	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RSA	Ongoing	$ 99,331	$ 18,000	$ 117,331	$ -	$ -	$ -	$ 117,331	0.000%
2	1	High quality, research-based curriculum	All	No	LEA-wide	[Input unduplicated student group(s)]	RSA	Ongoing	$ -	$ 46,077	$ 46,077	$ -	$ -	$ -	$ 46,077	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RSA	Ongoing	$ 237,793	$ 13,954	$ 251,747	$ -	$ -	$ -	$ 251,747	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RSA	Ongoing	$ 48,778	$ 27,614	$ 76,392	$ -	$ -	$ -	$ 76,392	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RSA	Ongoing	$ 224,248	$ -	$ 224,248	$ -	$ -	$ -	$ 224,248	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RSA	Ongoing	$ -	$ 9,303	$ -	$ -	$ -	$ 9,303	$ 9,303	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	$ 496,770	$ -	$ 496,770	$ -	$ -	$ -	$ 496,770	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		RSA	Ongoing	$ -	$ 293,575	$ 175,845	$ 117,730	$ -	$ -	$ 293,575	0.000%
3	3	Safety Training	All	No	LEA-wide		RSA	Ongoing	$ 6,577	$ 9,715	$ 16,292	$ -	$ -	$ -	$ 16,292	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		RSA	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RSA	Ongoing	$ 194,340	$ -	$ 194,340	$ -	$ -	$ -	$ 194,340	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RSA	Ongoing	$ -	$ 59,268	$ 59,268	$ -	$ -	$ -	$ 59,268	0.000%
4	3	Social Emotional Learning		Yes	LEA-wide	All	RSA	Ongoing	$ 173,228	$ -	$ -	$ 173,228	$ -	$ -	$ 173,228	0.000%
4	4	Care Corps	All	No	LEA-wide		RSA	Ongoing	$ 120,523	$ -	$ -	$ 120,523	$ -	$ -	$ 120,523	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RSA	Ongoing	$ 111,873	$ 7,500	$ 119,373	$ -	$ -	$ -	$ 119,373	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide		RSA	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide		RSA	Ongoing	$ 54,192	$ -	$ 54,192	$ -	$ -	$ -	$ 54,192	0.000%
5	4	Los Dichos	All	No	LEA-wide		RSA	Ongoing	$ 27,010	$ -	$ -	$ 27,010	$ -	$ -	$ 27,010	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide		RSA	Ongoing	$ 16,258	$ 500	$ 16,758	$ -	$ -	$ -	$ 16,758	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,671,782	$ 974,503	17.182%	0.000%	17.182%	$ 1,892,241	0.000%	33.362%	**Total:**	$ 1,892,241
								LEA-wide Total:	$ 1,892,241
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	[Input unduplicated student group(s)]	RSA	$ 352,772	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	[Input unduplicated student group(s)]	RSA	$ 117,331	0.000%
2	2	Professional Development	Yes	LEA-wide	0	RSA	$ 251,747	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	0	RSA	$ 76,392	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	0	RSA	$ 224,248	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	0	RSA	$ 496,770	0.000%
4	1	Enrichment	Yes	LEA-wide	0	RSA	$ 194,340	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	0	RSA	$ 59,268	0.000%
4	3	Social Emotional Learning	Yes	LEA-wide	0	RSA	$ -	0.000%
5	1	Family Engagement	Yes	LEA-wide	0	RSA	$ 119,373	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,337,252.96	$ 3,580,813.25

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	$ 527,513	$ 513,675
1	2	Special Education Supports	No	$ 499,577	$ 563,344
1	3	Services to Support Multilingual Students	No	$ 39,026	$ 57,000
1	4	Rocketship Reads	Yes	$ 116,978	$ 106,181
2	1	High quality, research-based curriculum	No	$ 35,815	$ 50,868
2	2	Professional Development	Yes	$ 239,827	$ 250,864
2	3	Data Driven Instructional Practices	Yes	$ 72,247	$ 73,641
2	4	Instructional Coaching	Yes	$ 211,642	$ 316,245
2	5	Teacher Credentialing	No	$ 40,986	$ 21,591
2	6	Culturally Responsive Pedagogy	No	$ -	$ -
3	1	Operations Staffing & Development	Yes	$ 464,840	$ 560,863
3	2	Facilities Maintenance	No	$ 300,123	$ 274,814
3	3	Safety Training	No	$ 13,117	$ 11,771
3	4	School-wide Operational Systems & Routines	No	$ -	$ -
4	1	Enrichment	Yes	$ 243,640	$ 224,719
4	2	Outdoor Education and Community Experiences	Yes	$ 51,985	$ 80,508
4	3	Social Emotional Learning	Yes	$ 149,844	$ 156,508
4	4	Care Corps	No	$ 78,791	$ 81,185
5	1	Family Engagement	Yes	$ 115,547	$ 113,978
5	2	Family Advocacy and Leadership	No	$ -	$ -
5	3	School-Family Partnership	No	$ 62,089	$ 64,723
5	4	Los Dichos	No	$ 18,527	$ 18,999
5	5	Attendance Initiatives	No	$ 55,138	$ 39,334

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 921,796	$ 1,883,020	$ 2,080,758	$ (197,738)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	$ 366,313	$353,757	0.000%	0.000%
1	4	Rocketship Reads	Yes	$ 116,978	$106,181	0.000%	0.000%
2	2	Professional Development	Yes	$ 239,827	$250,864	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	$ 72,247	$73,641	0.000%	0.000%
2	4	Instructional Coaching	Yes	$ 211,642	$316,245	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	$ 464,840	$560,863	0.000%	0.000%
4	1	Enrichment	Yes	$ 243,640	$224,719	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	$ 51,985	$80,508	0.000%	0.000%
4	3	Social Emotional Learning	Yes	$ -		0.000%	0.000%
5	1	Family Engagement	Yes	$ 115,547	$113,978	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,378,014	$ 921,796	0.000%	17.140%	$ 2,080,758	0.000%	38.690%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

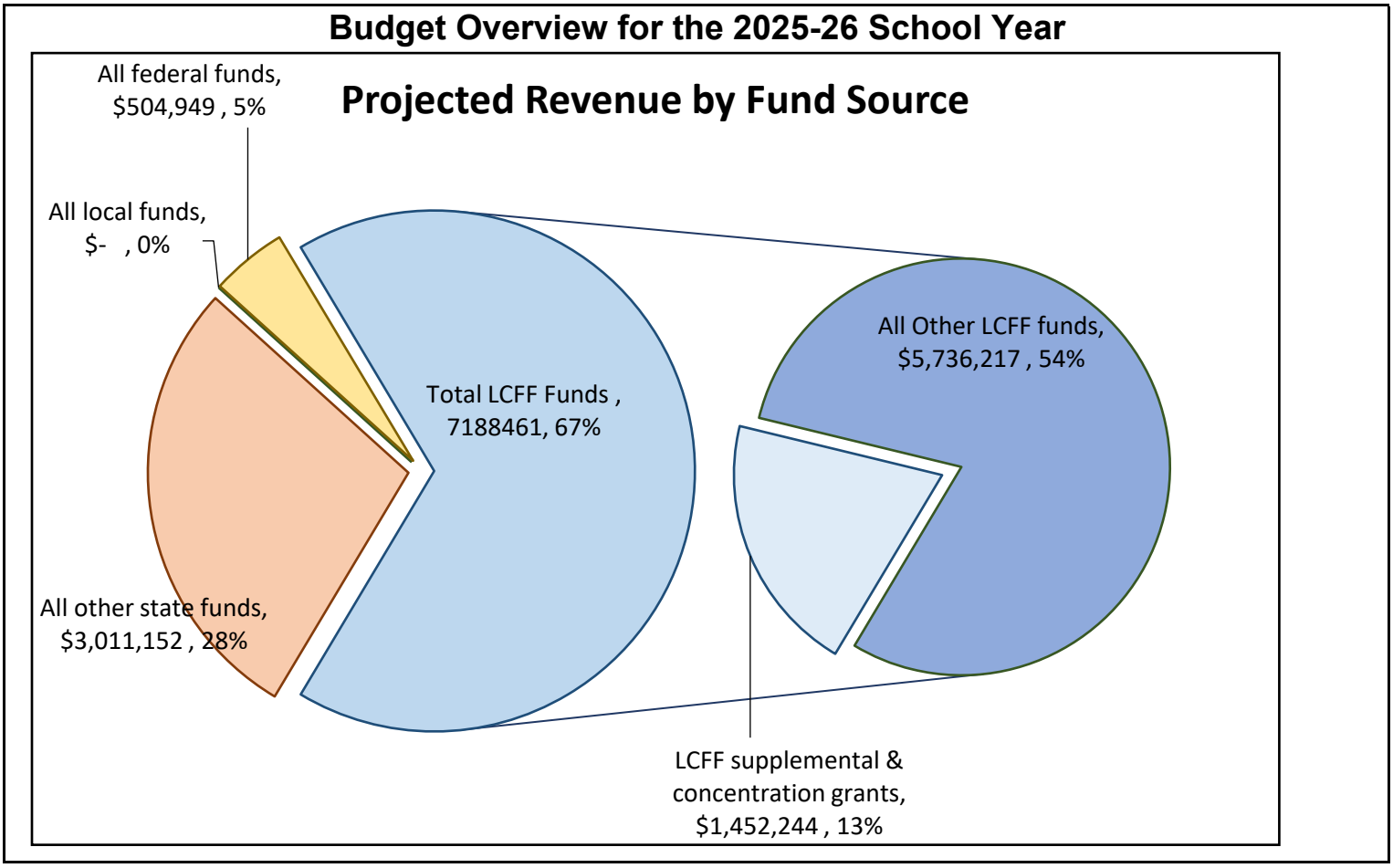
Local Educational Agency (LEA) Name: Rocketship Spark Academy

CDS Code: 43-69450-0128108

School Year: 2025-26

LEA contact information: Benjamin Carson501-258-7831bcarson@rsed.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

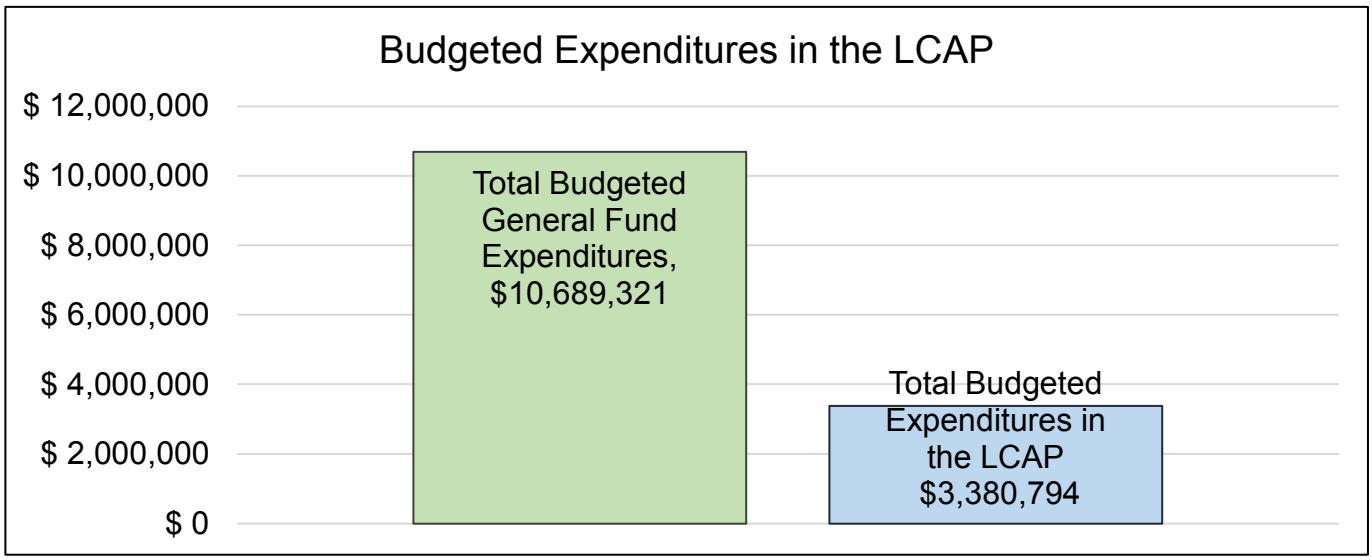


This chart shows the total general purpose revenue Rocketship Spark Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Spark Academy is $10,704,561.61, of which $7,188,461.00 is Local Control Funding Formula (LCFF), $3,011,151.84 is other state funds, $0.00 is local funds, and $504,948.77 is federal funds. Of the $7,188,461.00 in LCFF Funds, $1,452,244.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Spark Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Spark Academy plans to spend $10,689,321.13 for the 2025-26 school year. Of that amount, $3,380,793.98 is tied to actions/services in the LCAP and $7,308,527.15 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

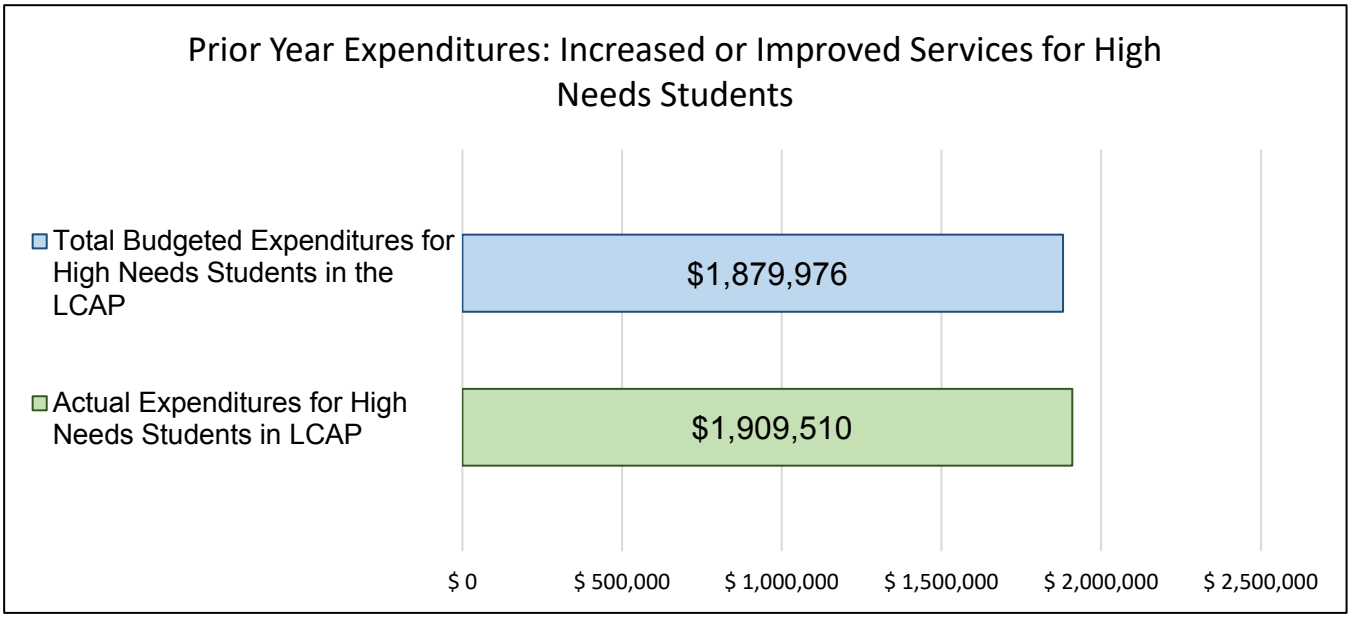
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications,insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Rocketship Spark Academy is projecting it will receive $1,452,244.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Spark Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Spark Academy plans to spend $1,889,060.84 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Rocketship Spark Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Spark Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Rocketship Spark Academy's LCAP budgeted $1,879,976.46 for planned actions to increase or improve services for high needs students. Rocketship Spark Academy actually spent $1,909,509.97 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Spark Academy	Zack Turner, Principal	spark@rsed.org; 408-622-6651

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Spark (RSK) opened in August 2013, the eighth Rocketship campus to open in San Jose. The school serves approximately 544 students in grades TK-5. Rocketship Spark is one of our most diverse schools, with large populations of both Asian (35.5%) and Hispanic (53.7%) students. Approximately 59% of the students are socioeconomically disadvantaged, 5.7% are homeless, 46.7% are English learners, and 9.7% are students with disabilities.

Spark operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Spark's instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Spark also operates under the principles that excellent teachers and leaders create transformational schools and engaged families are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities and Rocketship families are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

All Rocketship campuses share four core values – respect, responsibility, empathy and persistence – and develop a fifth core value as a community. At RSK this fifth core value is curiosity. Students at Rocketship Spark are encouraged to be life-long learners and draw on their curiosity to understand the world around them. Our talented team of educators works collaboratively with our dedicated parent community to ensure every Rocketeer on our campus receives an individualized educational experience tailored to his or her learning needs.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Spark which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. TheThe plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Spark based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

This school has no unexpended Learning Recovery Emergency Block Grant Funds.

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RSK has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing 4.3 Social Emotional Learning.

RSK has identified a success in English Language Arts (Blue, 19.4 pts above standard). We will build on this success by implementing 1.1 Personalized Learning.

RSK has identified a success in Mathematics (Blue, 18.1 pts above standard). We will build on this success by implementing 1.1 Personalized Learning.

RSK has identified a need in English Learner Progress (Red, 31%). We will address this need by implementing 1.3 Services to Support Multilingual Students Required Action. RSK has identified a need in Chronic Absenteeism for the Students with Disabilities group (Red, 35.5%). We will address this need by implementing Required Action 1.3 Special Education Supports and 4.4 Care Corps.

2024 Dashboard Reflections

RSK has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing 4.3 Social Emotional Learning.

RSK has identified a success in English Language Arts (Green, 11.7 pts above standard). We will build on this success by implementing 1.1 Personalized Learning.

RSK has identified a success in Mathematics (Green, 21.9 pts above standard). We will build on this success by implementing 1.1 Personalized Learning.

RSK has identified a success in English Learner Progress (Blue 70.1%). We will build on this success by implementing action1.3 Services to Support Multilingual Students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Rocketship Spark Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Rocketship Spark Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Rocketship Spark Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for RSK based on the CA School Dashboard for 2024 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 2/3/25, 3/11/25, 4/30/25. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings (12/17/24, 2/12/25, 5/5/25). Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. Our board meets quarterly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 28, 2025. The LCAP was adopted on June 11, 2025.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (11/4/24, 12/16/24, 1/22/25, 2/12/25, 3/19/25, 4/16/25, 5/14/25), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (3/4-3/21/2025).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings (11/13/24) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (November 18th - December 6th).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In 1.1 Personalized Learning, our teachers indicated they need more training on the Bridges curriculum. We will add training for the summer of 2025. In 1.3 Services to Support Multilingual Students, staff members observed the need to focus on integrated ELD strategies. We will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML

Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students. In 2.1 High Quality Research Based Curriculum, we heard from the feedback from our teachers' Brown Bag sessions that our teachers appreciate the resources and the refinements from 23-24 to 24-25, specifically the guided reading. They wanted to be able to better meet the needs of broad range of students in their classrooms, and introducing these three approaches is meeting those needs. We therefore plan to continue this model in 25-26. We also utilized leader and teacher feedback from the curriculum pilot to inform the adoption of CK Integrated for grades 3-5, and CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place. In 2.2 Professional Development, we received feedback from teachers and leaders on the need for more differentiated p.d. to address teachers' levels of skill and experience. In response, we expanded our new teacher orientation. In 2.4 Instructional Coaching, across the region, the average teacher rating of coaching received was 8.2 out of 10. We therefore plan to maintain our current model of coaching. In 2.5 Teacher Credentialing, beginning in the 2024-25 school year, we launched a new program partnership with Reach University. Through this partnership, we offer a Preliminary Credential Program that provides staff with both an Early Completion option and a traditional two-year pathway to earning their Preliminary Credential. Additionally, we are collaborating with Reach University to support staff in earning their Bachelor's degree in Liberal Studies, equipping them with the necessary skills and meeting equivalency requirements for Basic Skills and Content Knowledge, further preparing them for a career in teaching. In Goal 4, we expanded our Care Corps (action 4.4) service offerings in response to feedback from families regarding their needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 59.2% English Learners: 37.5% Low Income: 54.2% Students with Disabilities: 7.7% Asian: 77.8% Hispanic/Latinx: 42.0% Data Year: 2022-23	All Students: 52.4% English Learners: 28.6% Low Income: 49.6% Students with Disabilities: 9.5% Asian: 69.5% Hispanic/Latinx: 36.2% Data Year: 2023-24	[Insert outcome here]	56% Data Year: 2025-26	All Students: -6.8 English Learners: -8.9 Low Income: -4.6 Students with Disabilities: +1.8 Asian: -8.3 Hispanic/Latinx: -5.8 Data Year: 2023-24
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 60.0% English Learners: 41.8% Low Income: 50.3% Students with Disabilities: 11.5% Asian: 82.6% Hispanic/Latinx: 40.2% Data Year: 2022-23	All Students: 60.1% English Learners: 39.6% Low Income: 54.9% Students with Disabilities: 14.3% Asian: 87.8% Hispanic/Latinx: 35.5% Data Year: 2023-24	[Insert outcome here]	65% Data Year: 2025-26	All Students: +0.1 English Learners: -2.2 Low Income: +4.6 Students with Disabilities: -2.8 Asian: +5.2 Hispanic/Latinx: -4.7 Data Year: 2023-24

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 37.8% Low Income: 28.0% Hispanic/Latinx: 32.1% English Learners: 25.0% Data Year: 2022-23	All Students: 29.6% Low Income: 9.1% Hispanic/Latinx: 18.8% English Learners: 18.2% Data Year: 2023-24	[Insert outcome here]	35% Data Year: 2025-26	All Students: -8.2 Low Income: -16.9 Hispanic/Latinx: -13.3 English Learners: -6.8 Data Year: 2023-24
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	.98 Years Data Year: 2023-24	1.04 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.04 Years Data Year: 2023-24	1.08 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27 Data Source: NWEA MAP	
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	31% Data Year: 2022-23	70.1% Data Year: 2023-24		75% Data Year: 2025-26	+39.1 Data Year: 2023-24

1.7	EL Reclassification Rate Data Source: SIS Demographics Data	1.6% Data Year: 2023-24 (as of 3/29/24)	8.3% Data Year: 2024-2025 (as of 4/4/25)		10% Data Year: 2026-27	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned except, In 1.2 Services to Support Multilingual Students, where our supports for newcomers increased by adding a new role, Multilingual Learner Specialists, that provided additional direct services to newcomer students. Multilingual Learner Specialists used a Newcomer curriculum to not only support with English language acquisition, but to also address the social emotional needs of students entering a new country and learning environment. Upper grade students received foundational skills instruction and practice to increase their reading skills. Specialists were also able to use students' home language (L1) to support learning the English language (L2) by providing instructions in the students home language and explicitly teaching any cross language connections. Successes and Challenges: In 1.1 Personalized Learning, we successfully implemented Tier II and utilized MTSS hubs to get the right intervention to all students. The CA team of our network also added a progress monitoring cycle across the entire region to ensure that progress is being captured for all our students. We successfully implemented a new Tier 2 math curriculum called Bridges. It was implemented in small groups within math classrooms. A challenge related to the Bridges curriculum was that although we did initial training, observations showed a need for more teacher training to implement the Bridges curriculum with full fidelity. In 1.3 Services to Support Multilingual Students, we had numerous successes. Our students continued to receive daily DELD instruction that focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. Instructional coaches were able to support the teachers through the use of look fors that delineated the teacher actions necessary for strong instruction. We were able to successfully implement the Interim ELPAC IA to inform instruction to better meet the individual or group needs of our students. Teachers were able to analyze domain specific data to identify the skills and knowledge students needed more practice on. Students also became more familiar with the testing platform and test structure that increased their confidence with taking the Summative ELPAC Assessment. Our schools also conducted ELAC Ambassador equity walks with new or returning representatives to continue the partnership with families of multilingual learners. Through this partnership, schools were able to find opportunities for families to support their students at home and increased family voice around the implementation of multilingual learner programs at their campuses. A challenge in 1.3 was that this year we piloted an ELA content curriculum, Amplify CKLA Integrated. While we had planned for opportunities to embed integrated supports, the implementation needed to be differentiated for the different curricula which required schools to balance the fidelity of the curricula with the supports needed for multilingual learners to access the content. It has gone well at RSK, though, and we look forward to continuing with it. In 1.4 Rocketship Reads, we had a successful partnership with “Reading is Cool” from the San Jose Sharks which provides incentives for reading. A challenge in this is that we tend to see

the same students participating every month. To bring in more students, we have been sharing participation data during parent coffees, and we plan to expand the program to include reading at home with parent participation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.2 we spent more than budgeted ($71,602) due to increased need for special education contractors, in part due to open roles. Contractors are more expensive than hiring internal staff. In 1.3 we spent more than budgeted ($11,207) because Rocketship hired additional ELL staff (multilingual support specialists) due to the need for additional support for ELL students. In 1.4 we spent less than budgeted (-$9,787) for Humanities teachers to support with reading. There were slightly fewer Humanities teachers hired than initially estimated in the budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.5 Rocketship Reads actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math and Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we met our overall target in Math and approached our target in ELA. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address. We began implementing new curricula for reading and math in 2023-24.

Action 1.3 Services to Support Multilingual Students was effective. In 2024, we had 70% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 8.3%. Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 1.1 Personalized Learning, we updated the action to include additional details on academic intervention curriculum and instruction. We updated 1.3 Services to Support Multilingual Students to include the focus for the coming year. We adjusted the targets for some metrics in response to year one data: CAASPP ELA (64% to 57%, Science (43% to 35%), ELPI (55% to 70%), and Reclassification (15% to 10%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Personalized Learning	RSK's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.	$758,738 ($110,072 Title I)	Yes

1.2	Special Education Supports	Although RSK runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology. This action will include supports as needed to ensure regular attendance of our Students with Disabilities .	$362,074	No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting to engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provided more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.	$59,348	No
1.4	Rocketship Reads	Rocketship Spark will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.	$106,019	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned. In 2.1, we also rolled out three approaches to reading small group instruction for TK-5:1)foundational skills small group instruction, 2)applied decoding guided reading, and 3)novel studies guided reading. In 2.2, we also had a series of regional p.d. sessions where folks from multiple campuses came together and engaged in p.d. tailored to their content areas. Successes and Challenges: In 2.1 High Quality, Research Based Curriculum, we saw success in the mid-year NWEA Reading results, where across the network we had a 4% increase over the prior year of students moving into the upper third level (67th percentile and above). We saw the most growth in K and 3-5. A related challenge in 2.1 is that we are working on increasing growth for grades 1-2. We may refine our approaches to foundational skills and applied decoding guided reading. In 2.2 Professional Development, a success was that we expanded teacher orientation this year to two days from one day previously, based on teacher input. In 2.2, it has been a challenge to design network wide p.d. to meet the needs of the different schools, given the different curriculum we piloted. We are excited to move everyone to CKLA for next year. Differentiating across a range of teacher experience was also challenging. To address that, we are expanding new teacher orientation from two days to three. In 2.4 Instructional Coaching, a success was that we elevated the resources we have for in the moment coaching around the vision for the different parts of the block and our approaches to in the moment coaching. We refined the "Core Block Look Fors" We launched regional module launches where teachers get together with others from their grade level to plan upcoming units. In 2.5 Teacher Credentialing, a success is that offering staff additional study resources and PTO specifically for credentialing has enabled the region to prioritize testing requirements while ensuring dedicated time for staff to complete their program enrollment requirements. A challenge in 2.5 is that the state has recently introduced CSET exemptions, though only some of our staff qualify. These exemptions help alleviate testing pressures but are limited in availability.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.1 we spent more than budgeted ($19,459) because Core curriculum expenses were higher than anticipated. In 2.3 we spent less than budgeted (-$11,070) because the school was able to utilize internal staff for testing resulting in fewer expenses for external testing substitutes. In 2.4 we spent more than budgeted ($104,360). Instructional coaching is primarily conducted by Assistant Principals. This school had more AP's on staff this year vs. budget, resulting in higher instructional coaching expenses.In 2.5 we spent less than budgeted (-$7,161). A larger number of credentialed teachers were hired, resulting in lower teacher credentialing costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress

toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2.1, we added information about curriculum adoptions for 25-26. In 2.2, we added information about our expanded new teacher orientation. In 2.3 Data Driven Instructional Practices, we updated the list of assessments to reflect current plans and expanded the description of our cycle of data analysis to provide more detail. In 2.5 Teacher Credentialing, we updated the action description to provide additional details on our efforts to support our teachers with credentialing.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RSK curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RSK operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RSK utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 25-26, we will be adopting CK Integrated for grades 3-5, CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place.	$46,339	No

2.2	Professional Development	Professional Development is a critical component of the RSK program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RSK hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RSK has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RSK will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.	$231,649	Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	$72,410	Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RSK teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.	$224,248	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests.We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. Rocketship will continue exploring additional credential program partnerships to better support our Education Specialist and PK3 Eligible staff. Our goal is to establish similar partnerships to the one we have with Reach, expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 25-26 school year.	$9,356	No
2.6	Culturally Responsive Pedagogy	RSK is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1 Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	81% Data Year: 2023-24	79% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	-2 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	86% Data Year: 2023-24	93% Data Year: 2024-25	[Insert outcome here]	85% Data Year: 2026-27	+7 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing and Development, we were largely successful in fully staffing for Operations roles. We had a mid-year vacancy in the Business Operations Manager position that was quickly filled. In 3.2 Facilities Maintenance, we successfully completed a new coat on our parking lot. In 3.3 Safety Training, We have implemented additional controlled access on the front door of our campus. All entrants must be buzzed into the front entrance and then check in. We implemented a weekly safety walkthrough where BOM checks all security systems on campus to ensure they are working. We added an emergency survey which acts as a log for all safety incidents on campus. In 3.4 Schoolwide Operational Systems and Routines, Based on our mid-year walkthroughs, we have successfully met expectations for operations systems. Our network successfully tracked check-ins to ensure regular development of Operations Specialists. We conducted training for Operations Specialists on Excel, giving student directions, safety scenarios practice. Another success in 3.4 was that during arrival, though data tracking and family communications, we have been able to keep the process under three minutes, which is our goal.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.1 we spent less than budgeted (-$59,012) because of fewer Operations Specialists hired due to challenges hiring and retaining staff. In 3.2 we spent less than budgeted (-$42,965) because custodial services expenses have been lower than expected. In 3.3 we spent less than budgeted (-$5,194)because the cost of safety materials was lower than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 79% and % of families feel campus is safe: 93%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.	$525,370	Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	$230,425	No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.	$16,347	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	80% Data Year: 2023-24	80% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	Maintained Data Year: 2024-25
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-2025 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-2025 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23	100% Data Year: 2023-24		100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned. Successes and Challenges: In 4.1 Enrichment, a success was that the majority of campuses have an Enrichment Center Coordinator (ECC) to support students' exposure and learning of science. Our Science ECCs have access and support in using high quality resources and facilitate student engagement in the work of scientists anchored in activities aligned to the 5 Es (engage, explore, explain, elaborate, and evaluate). A related challenge is both the total number of students our enrichment coordinators are working with each week (at least 200 across 2+ grades) and the limited number of minutes they have to support students. In 4.2 Outdoor Education and Community Experiences,we held successful science camp trips for grades 4 and 5, as measured by early planning and completion with minimal needs to reschedule and network wide average attendance of over 80% of students. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events. In 4.4 Care Corps, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. Across our thirteen CA schools, over 550 Tier III families have been served thanks to their strong partnership. 5,500 Rocketeers have been screened for Vision, Hearing and/or Dental. Rocketship Parent University (RPU) has conducted over 70 parent workshops. Care Closet has served 470 families. A challenge experienced in 4.4 is that implementing SART / RARB requires more additional staff training and support so it is implemented with fidelity and consistency. That is something we are working to address.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.2 we spent more than budgeted ($20,243) because Science camp expenses were higher than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (80%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 84% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 4.4 Care Corps, we updated the action description with additional details on our Care Corps support.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

4.1	Enrichment	Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.	$194,340	Yes
4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$59,605	Yes

4.3	Social Emotional Learning	At Rocketship Spark we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Spark core values: respect, responsibility, persistence, empathy, and curiosity. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community. In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.	$164,698	No

		Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: **Food Distribution:** We service 800 families every month across San Jose and East Bay. **Care Closet:** Free clothing families can access either at food distribution sites or on campus. Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). **Health Screenings:** We conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. We partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program	$114,588	No

		Tier II: Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3) Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of

5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	93.4% Data Year: 2023-24 (as of 3/29/24)	93.9% Data Year: 2024-2025 (as of 4/4/25)	[Insert outcome here]	94% Data Year: 2026-27	+.5 Data Year: 2024-25

5.2	Chronic Absenteeism rate for all students and all significant subgroups Data Source: SIS Attendance Reports	All Students: 27.9% English Learners: 22.1% Low Income: 24.5% Students with Disabilities: 27.8% Homeless: 35.3% Asian: 13.3% Black: 33.3% Hispanic/Latinx: 24.8% White: 5.6% Data Year: 23-24 (as of 3/29/24)	All Students: 17.9% English Learners: 21.9% Low Income: 22.4% Students with Disabilities: 25.8% Homeless: 26.7% Asian: 11.8% Black: 6.7% Hispanic/Latinx: 21.8% White: 21.4% Data Year: 24-25 (as of 4/4/25)	[Insert outcome here]	All Students: 10% Data Year: 2026-27	-10 Data Year: 2024-25
5.3	% of parents are involved (% parents on track to complete participation hours) Data Source: Internal HelpCounter Data	93% Data Year 2022-23 (as of 5/3/24)	92% Data Year: 2024-2025 (as of 4/4/25)	[Insert outcome here]	90% Data Year 2026-27	-1 Data Year: 2024-25

5.4	% Home visits completed Data Source: Internal Data	99% Data Year 2023-24	97% Data Year: 2024-25		95% Data Year 2026-27	-2 Data Year: 2024-25
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) Data Source: Annual Parent Survey	83% Data Year 2023-24	86% Data Year: 2024-25		90% Data Year 2026-27	+3 Data Year: 2024-25
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) Data Source: Annual Parent Survey	81% Data Year: 2023-24	84% Data Year: 2024-25		85% Data Year 2026-27	+3 Data Year: 2024-25

5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parent Survey	98% Data Year: 2023-24	100% Data Year: 2024-25		90% Data Year 2026-27	+2 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1 Family Engagement, as part of the summer and beginning of the year, we execute the Day 0-30 plan which outlines key events and specific goals around home visits, orientation, attendance to name a few. The goal as a region for Homevisits was 50% before the first day of school and 90% by December. We were able to achieve 52% by day one of school and 94% by December. Our orientation goal was 90% of all families participating which was also exceeded by all of our schools. We firmly believe that implementing these core practices sets the foundation for a strong partnership and relationship building for families and staff. Families engaging at in person events is a challenge given the variety of families and households that we serve. A challenge in 5.2 is for our school leaders and staff to continue to diversify opportunities that can be tailored to families who may not have the flexibility to participate in person during the day or after school due to work or personal situations. We had excellent turnout at our parent coffees–the strongest ever this year. In 5.2 Family Advocacy and Leadership, we were pleased to have our network SSC presidents come together in Regional Advisory Boards--a blend of the SSC leaders and CLOC leaders to share testimony, leadership journey and path to advocacy with the national board of directors. This is an annual opportunity to meet the board, to share and ask questions. It also serves as a yearly pulse check for how we are doing in family advocacy. Our CLOC focused this year on advocating for renewal, engaging trustees on the renewal process, meeting with representatives, organizing at hearings, and leading voter registration drives. Our families in January this year engaged in immigration related topics. We also held an immigration forum on Zoom that featured local advocacy organizations to share resources and information on the topic of immigration. We had over 400 participants. After that event, many families expressed interest in doing more on this topic. We are now launching a Civic Engagement Advocacy Fellowship initiative, honing the skills of civic leadership for families, addressing the question of what does it take to become an influence in the community, a force for change. Then our participants can choose what direction to go with those new skills. In 5.3 School-Family Partnership, we were pleased to have all new to Rocketship Staff engage in professional development sessions around family engagement vision, home visit purpose and best practices, family teacher conferences, etc. This year we met our network goals around family engagement metrics such as Homevisits by December 90%+ and Family -Teacher conferences. In 5.3 one challenge we have is around the amount of families who experience hardships that prevent them

coming to school and being able to connect them with the appropriate resources. Our Care Corps coordinators do an incredible job already but the needs of our families continue to increase. To solve for this, our Care Corps teams focus on identifying new outside agencies to diversify supports for our families. In 5.5 Los Dichos, a success was how the Los Dichos training equips families with public speaking skills and reading skills to better support their child at home and in the classroom (eg. Hold the book to the side so the children can see the pictures, pause when reading and make eye contact with the students, bring the book to life when reading, ask the students questions for comprehension and to make life connections). One challenge in 5.5 that we have is reaching a spread of 7 grade levels with just two lesson plans per month. The current breakdown is TK-G1 and G2-G5. Next year, we plan to move G2 down with the lower grades to support their understanding. We also exceeded our Los Dichos goal for the number of parent readers involved. In 5.6 Attendance Initiatives, a success is how our Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. 550 Tier III families have been served thanks to their strong partnership. A challenge in 5.6 is that connecting chronically absent families to long term housing and transportation options has been challenging. Some families do not want to take public transportation. At the network level, we need more training for staff so everyone implements best practices consistently across all schools. We are pleased that we successfully reached 94% attendance monthly.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.5 we spent less than budgeted (-$19,883) due to fewer expenses identified compared to budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (92%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (97%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (86%). 5.6 Attendance Initiatives was effective Average Daily Attendance (94%), by Chronic Absenteeism rate for all students and all significant subgroups (18% overall).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We updated the action description to provide more detail on our program to address chronic absenteeism. We adjusted the targets for some metrics based on year one data: ADA (95% to 94%), Chronic Absenteeism (20% to 10%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We believe that families are their student's first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.	$108,612	Yes

		Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus. Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		

5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include: School Site Council (SSC) and English Learner Advisory Committee (ELAC): SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.	$0	No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the Care Corps program, schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$54,192	No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$25,680	No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program **Tier II:** Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3)	$	No

		Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,452,244	$147,258

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.317%	0%	$0	25.317%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2024 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at yellow level for ELA (EL -2, SED -4.4) and at green level in Math (EL +11.7, SED +2.7). We had blue level performance in 2023 on the English Learner Progress Indicator, with 70.1% of students making progress towards English language proficiency. In 2024-25, our EL Reclassification rate was 8.3% as of 4/4/25. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above).	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

		However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	
3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2024, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2025 survey results showed that 79% of students feel safe on campus and 80% of students feel a sense of connectedness at school. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2025 survey and internal data showed that 86% of parents were satisfied with their school, 92% of parents were involved in their school, 97% of families received home visits. In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Spark Academy is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RSK does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 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 %)
2025-26	$ 5,736,217	$ 1,452,244	25.317%	0.000%	25.317%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,167,464	$ 750,757	$ -	$ 462,572	$ 3,380,793.98	$ 2,609,764	$ 771,030

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	RSK	Ongoing	$ 652,418	$ 106,320	$ 366,808	$ -	$ -	$ 391,930	$ 758,738	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	RSK	Ongoing	$ 147,501	$ 214,573	$ -	$ 360,135	$ -	$ 1,939	$ 362,074	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	RSK	Ongoing	$ 37,752	$ 21,596	$ -	$ -	$ -	$ 59,348	$ 59,348	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RSK	Ongoing	$ 82,776	$ 23,243	$ 106,019	$ -	$ -	$ -	$ 106,019	0.000%
2	1	High quality, research-based curriculum	All	No	LEA-wide	[Input unduplicated student group(s)]	RSK	Ongoing	$ -	$ 46,339	$ 46,339	$ -	$ -	$ -	$ 46,339	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RSK	Ongoing	$ 217,616	$ 14,033	$ 231,649	$ -	$ -	$ -	$ 231,649	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RSK	Ongoing	$ 44,639	$ 27,771	$ 72,410	$ -	$ -	$ -	$ 72,410	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RSK	Ongoing	$ 224,248	$ -	$ 224,248	$ -	$ -	$ -	$ 224,248	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RSK	Ongoing	$ -	$ 9,356	$ -	$ -	$ -	$ 9,356	$ 9,356	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		RSK	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RSK	Ongoing	$ 525,370	$ -	$ 525,370	$ -	$ -	$ -	$ 525,370	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		RSK	Ongoing	$ -	$ 230,425	$ 144,768	$ 85,657	$ -	$ -	$ 230,425	0.000%
3	3	Safety Training	All	No	LEA-wide		RSK	Ongoing	$ 6,577	$ 9,770	$ 16,347	$ -	$ -	$ -	$ 16,347	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		RSK	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RSK	Ongoing	$ 194,340	$ -	$ 194,340	$ -	$ -	$ -	$ 194,340	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RSK	Ongoing	$ -	$ 59,605	$ 59,605	$ -	$ -	$ -	$ 59,605	0.000%
4	3	Social Emotional Learning		Yes	LEA-wide	All	RSK	Ongoing	$ 164,698	$ -	$ -	$ 164,698	$ -	$ -	$ 164,698	0.000%
4	4	Care Corps	All	No	LEA-wide		RSK	Ongoing	$ 114,588	$ -	$ -	$ 114,588	$ -	$ -	$ 114,588	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RSK	Ongoing	$ 101,112	$ 7,500	$ 108,612	$ -	$ -	$ -	$ 108,612	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide		RSK	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide		RSK	Ongoing	$ 54,192	$ -	$ 54,192	$ -	$ -	$ -	$ 54,192	0.000%
5	4	Los Dichos	All	No	LEA-wide		RSK	Ongoing	$ 25,680	$ -	$ -	$ 25,680	$ -	$ -	$ 25,680	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide		RSK	Ongoing	$ 16,258	$ 500	$ 16,758	$ -	$ -	$ -	$ 16,758	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,736,217	$ 1,452,244	25.317%	0.000%	25.317%	$ 1,889,061	0.000%	32.932%	**Total:**	$ 1,889,061
								LEA-wide Total:	$ 1,889,061
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RSK	$ 366,808	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RSK	$ 106,019	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RSK	$ 231,649	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RSK	$ 72,410	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RSK	$ 224,248	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RSK	$ 525,370	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RSK	$ 194,340	0.000%
4	2	Outdoor Education and Community Experi	Yes	LEA-wide	All	RSK	$ 59,605	0.000%
4	3	Social Emotional Learning	Yes	LEA-wide	All	RSK	$ -	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RSK	$ 108,612	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,441,462.97	$ 3,533,753.36

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	$ 675,316	$ 708,386
1	2	Special Education Supports	No	$ 502,646	$ 574,248
1	3	Services to Support Multilingual Students	No	$ 39,216	$ 50,423
1	4	Rocketship Reads	Yes	$ 94,374	$ 84,587
2	1	High quality, research-based curriculum	No	$ 43,367	$ 62,826
2	2	Professional Development	Yes	$ 247,720	$ 226,703
2	3	Data Driven Instructional Practices	Yes	$ 75,540	$ 64,470
2	4	Instructional Coaching	Yes	$ 229,524	$ 333,884
2	5	Teacher Credentialing	No	$ 25,392	$ 18,231
2	6	Culturally Responsive Pedagogy	No	$ -	$ -
3	1	Operations Staffing & Development	Yes	$ 485,861	$ 426,849
3	2	Facilities Maintenance	No	$ 255,947	$ 212,982
3	3	Safety Training	No	$ 15,977	$ 10,783
3	4	School-wide Operational Systems & Routines	No	$ -	$ -
4	1	Enrichment	Yes	$ 224,128	$ 230,709
4	2	Outdoor Education and Community Experiences	Yes	$ 39,088	$ 59,331
4	3	Social Emotional Learning	Yes	$ 155,289	$ 162,199
4	4	Care Corps	No	$ 78,791	$ 81,185
5	1	Family Engagement	Yes	$ 111,003	$ 105,628
5	2	Family Advocacy and Leadership	No	$ -	$ -
5	3	School-Family Partnership	No	$ 65,562	$ 63,019
5	4	Los Dichos	No	$ 18,527	$ 18,999
5	5	Attendance Initiatives	No	$ 58,194	$ 38,311

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,474,739	$ 1,879,976	$ 1,909,510	$ (29,534)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	$ 372,739	$377,349	0.000%	0.000%
1	4	Rocketship Reads	Yes	$ 94,374	$84,587	0.000%	0.000%
2	2	Professional Development	Yes	$ 247,720	$226,703	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	$ 75,540	$64,470	0.000%	0.000%
2	4	Instructional Coaching	Yes	$ 229,524	$333,884	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	$ 485,861	$426,849	0.000%	0.000%
4	1	Enrichment	Yes	$ 224,128	$230,709	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	$ 39,088	$59,331	0.000%	0.000%
4	3	Social Emotional Learning	Yes	$ -		0.000%	0.000%
5	1	Family Engagement	Yes	$ 111,003	$105,628	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,727,423	$ 1,474,739	0.000%	25.749%	$ 1,909,510	0.000%	33.340%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

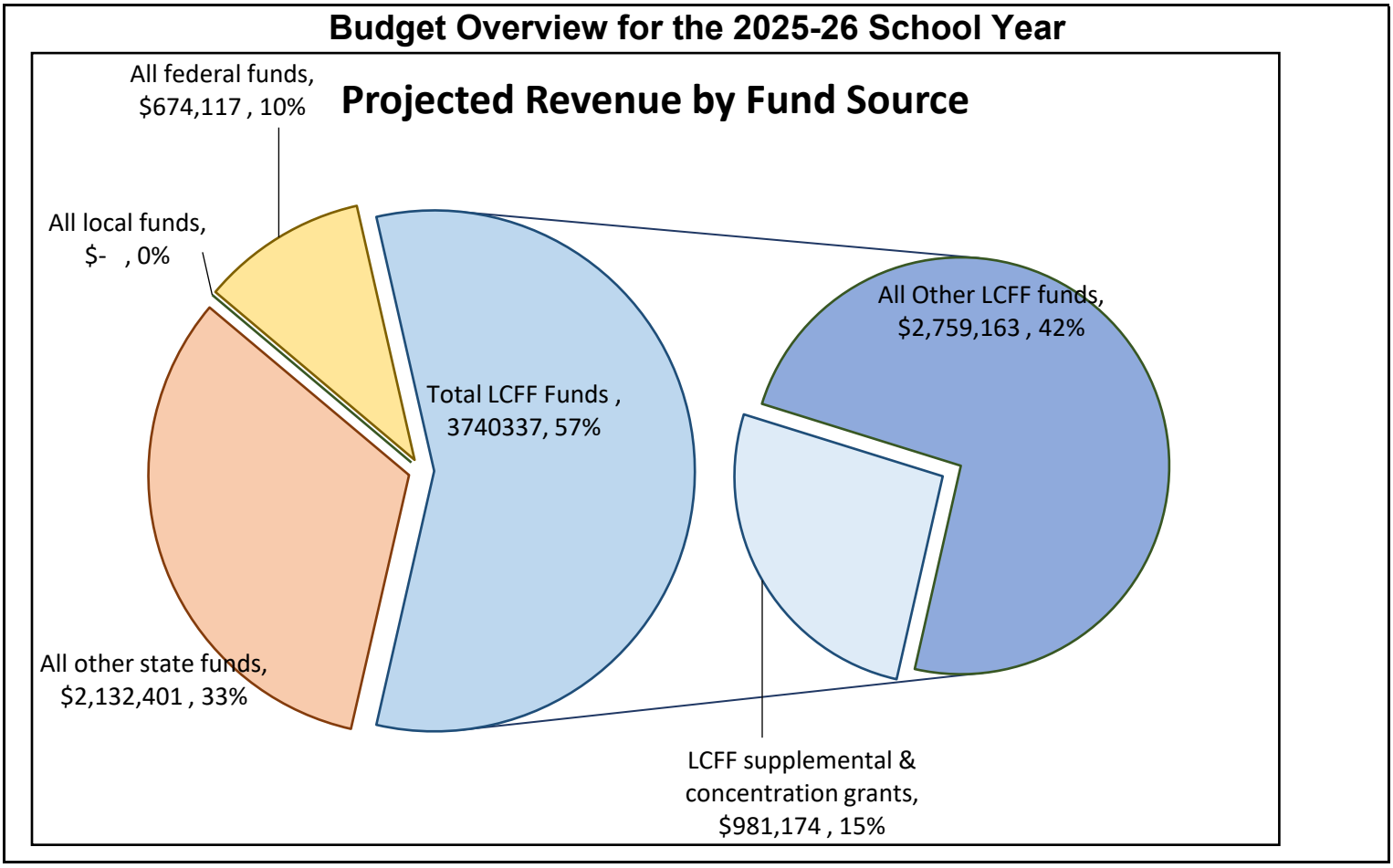
Local Educational Agency (LEA) Name: Rocketship Si Se Puede

CDS Code: 43-10439-0119024

School Year: 2025-26

LEA contact information: Benjamin Carson501-258-7831bcarson@rsed.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

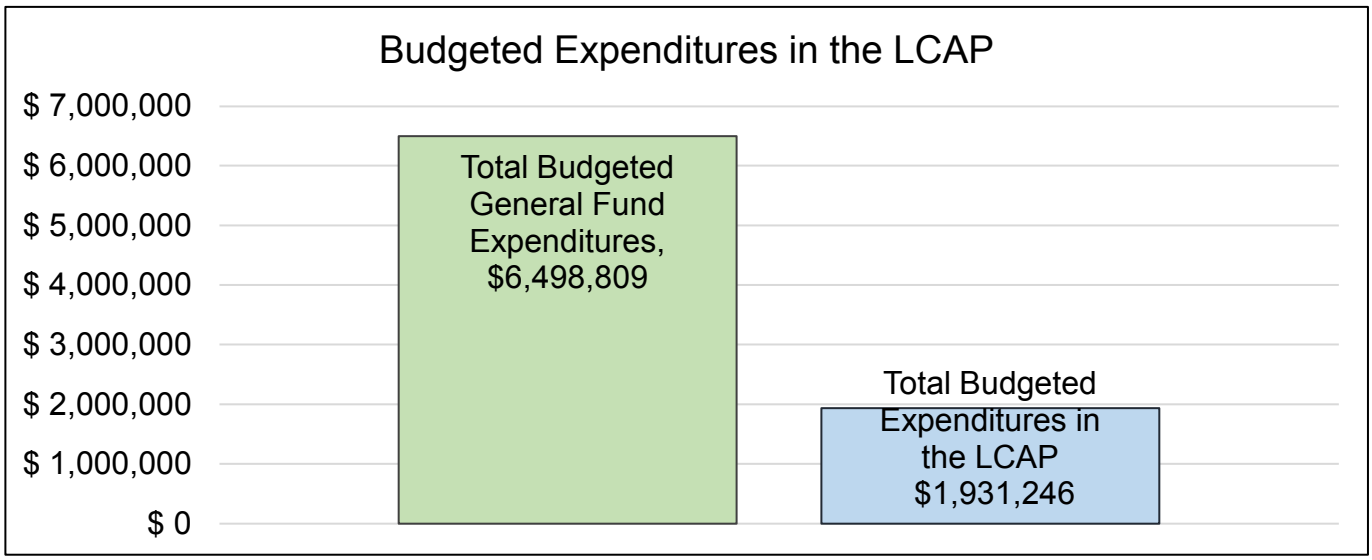


This chart shows the total general purpose revenue Rocketship Si Se Puede expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Si Se Puede is $6,546,855.38, of which $3,740,337.00 is Local Control Funding Formula (LCFF), $2,132,401.27 is other state funds, $0.00 is local funds, and $674,117.11 is federal funds. Of the $3,740,337.00 in LCFF Funds, $981,174.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Si Se Puede plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Si Se Puede plans to spend $6,498,808.55 for the 2025-26 school year. Of that amount, $1,931,245.76 is tied to actions/services in the LCAP and $4,567,562.79 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

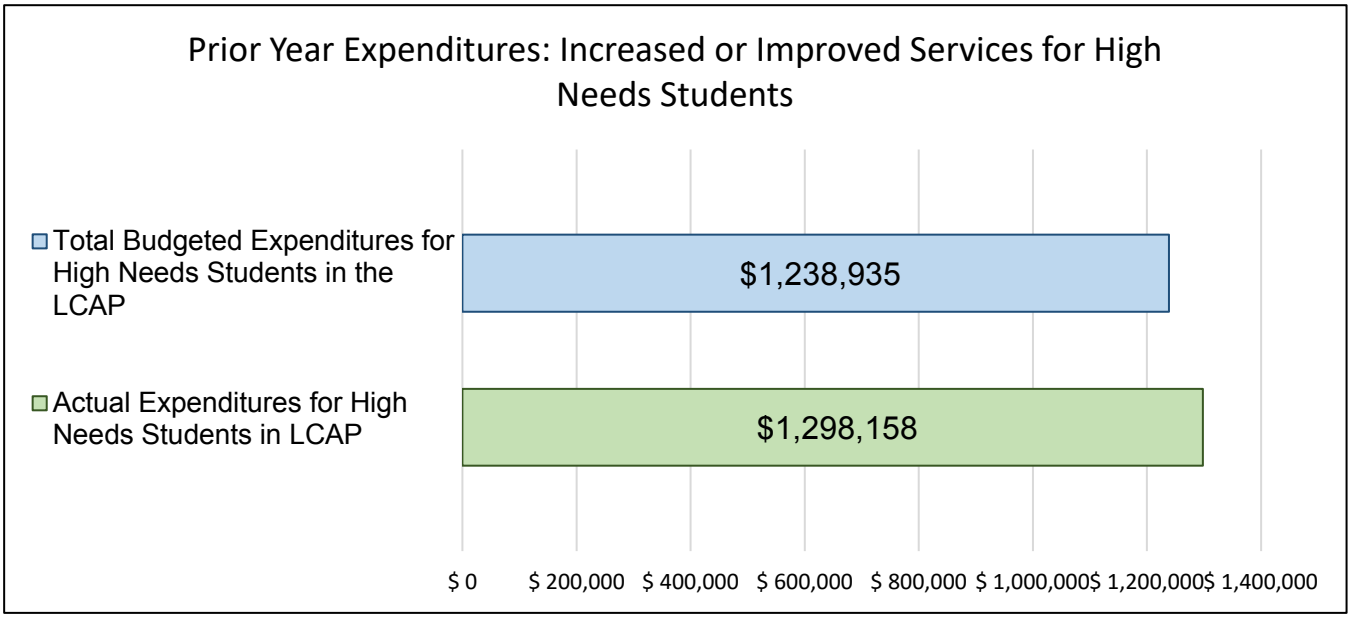
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications,insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Rocketship Si Se Puede is projecting it will receive $981,174.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Si Se Puede must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Si Se Puede plans to spend $1,134,473.34 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Rocketship Si Se Puede budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Si Se Puede estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Rocketship Si Se Puede's LCAP budgeted $1,238,935.35 for planned actions to increase or improve services for high needs students. Rocketship Si Se Puede actually spent $1,298,158.48 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Sí Se Puede Academy	Danisha West, Principal	sisepuede@rsed.org; (408) 824-5180

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Sí Se Puede Academy (RSSP) opened in August 2009, the second Rocketship campus to open in San Jose. The campus serves approximately 304 TK-5 students. Approximately 86.2% of the students are socioeconomically disadvantaged, 12.2% are Homeless Youth, 69.7% are English learners, 86.8% are Hispanic/Latinx and 8.9% are Asian. Additionally, approximately 9.5% of students qualify for special education services.

Rocketship Sí Se Puede operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Sí Se Puede's instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Sí Se Puede also operates under the principles that excellent teachers and leaders create transformational schools and engaged families are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities and Rocketship families are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

All Rocketship campuses share four core values – respect, responsibility, empathy and persistence – and develop a fifth core value as a community. At RSSP this fifth core value is healthy choices. At Rocketship Sí Se Puede, our students and their families are committed to making healthy choices for their bodies and minds. We supplement our students' learning by exposing them to concepts of food system sustainability, various forms of physical exercise, growing plants, and visiting the nearby community garden.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Sí Se Puede which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA

Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include families of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Si Se Puede based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RSSP has identified a success in English Learner Progress (Green, 47.3%). We will build on this success by implementing action 1.3 Services to Support Multilingual Students.

RSSP has identified a success in Suspension Rate Overall (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

2024 Dashboard Reflections

RSSP has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning, with a focus on restorative practices.

RSSP has identified a need in Chronic Absenteeism for the Homeless student group (Red, 36.6%). We will address this need by implementing 5.5 Attendance Initiatives and 4.4 Care Corps.

Learning Recovery Emergency Block Grant (LREBG)

RSSP has $26,190 in unexpended LREBG funds for the 2025-26 school year.

The LREBG funded action may be found in Goal 1, Action 2, Special Education Supports.

The RSSP needs assessment substantiated findings from the 2024 Dashboard related to student academic needs in Chronic Absenteeism. RSSP students need tailored supports to remove barriers to success.

Although RSSP runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

This falls under the allowable uses of the LREBG funding by integrating evidence-based pupil supports to address other barriers to learning, such as chronic absenteeism. The metric that will be used to track the effectiveness of this action is Chronic Absence rate.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Rocketship Sí Se Puede Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Rocketship Sí Se Puede Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Rocketship Sí Se Puede Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for RSSP based on the CA School Dashboard for 2024 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 10/8/24, 12/2/24, 1/28/25, 4/29/25. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings (12/17/24, 2/12/25, 5/5/25). Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. Our board meets quarterly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 28, 2025. The LCAP was adopted on June 11, 2025.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (9/11/24, 9/12/24, 10/9/24, 10/10/24, 12;4;24, 12/5/24, 1/8/25, 1/9/25, 2/5/25, 3/5/25, 4/2/25, 5/7/25), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (3/4-3/21/2025).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings (10/1//24) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (November 18th - December 6th).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In 1.1 Personalized Learning, our teachers indicated they need more training on the Bridges curriculum. We will add training for the summer of 2025. In 1.3 Services to Support Multilingual Students, staff members observed the need to focus on integrated ELD strategies. We will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students. In 2.1 High Quality Research Based Curriculum, we heard from the feedback from our teachers' Brown Bag sessions that our teachers appreciate the resources and the refinements from 23-24 to 24-25, specifically the guided reading. They wanted to be able to better meet the needs of a broad range of students in their classrooms, and introducing these three approaches is meeting those needs. We therefore plan to continue this model in 25-26. We also utilized leader and teacher feedback from the curriculum pilot to inform the adoption of CK Integrated for grades 3-5, and CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place. In 2.2 Professional Development, we received feedback from teachers and leaders on the need for more differentiated p.d. to address teachers' levels of skill and experience. In response, we expanded our new teacher orientation. In 2.4 Instructional Coaching, across the region, the average teacher rating of coaching received was 8.2 out of 10. We therefore plan to maintain our current model of coaching. In 2.5 Teacher Credentialing, beginning in the 2024-25 school year, we launched a new program partnership with Reach University. Through this partnership, we offer a Preliminary Credential Program that provides staff with both an Early Completion option and a traditional two-year pathway to earning their Preliminary Credential. Additionally, we are collaborating with Reach University to support staff in earning their Bachelor's degree in Liberal Studies, equipping them with the necessary skills and meeting equivalency requirements for Basic Skills and Content Knowledge, further preparing them for a career in teaching. In Goal 4, we expanded our Care Corps (action 4.4) service offerings in response to feedback from families regarding their needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 59.2% English Learners: 37.5% Low Income: 54.2% Students with Disabilities: 7.7% Asian: 77.8% Hispanic/Latinx: 42.0% Data Year: 2022-23	All Students: 31.0% English Learners: 17.6% Low Income: 28.6% Students with Disabilities: 12.5% Hispanic/Latinx: 29.1% Data Year: 2023-24	[Insert outcome here]	36% Data Year: 2025-26	All Students: -28.2 English Learners: -19.9 Low Income: -25.6 Students with Disabilities: +4.8 Hispanic/Latinx: -12.9 Data Year: 2023-24
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 60.0% English Learners: 41.8% Low Income: 50.3% Students with Disabilities: 11.5% Asian: 82.6% Hispanic/Latinx: 40.2% Data Year: 2022-23	All Students: 28.1% English Learners: 19.0% Low Income: 25.7% Students with Disabilities: 6.3% Hispanic/Latinx: 25.9% Data Year: 2023-24	[Insert outcome here]	32% Data Year: 2025-26	All Students: -31.9 English Learners: -22.8 Low Income: -24.6 Students with Disabilities: -5.2 Hispanic/Latinx: -14.3 Data Year: 2023-24

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 15.4% English Learners: 0.0% Low Income: 16.7% Hispanic/Latinx: 18.2% Data Year: 2022-23	All Students: 16.7% English Learners: 0.0% Low Income: 15.8% Hispanic/Latinx: 13.6% Data Year: 2023-24	[Insert outcome here]	22% Data Year: 2025-26	All Students: +1.3 English Learners: Maintained Low Income: -0.9 Hispanic/Latinx: -4.6 Data Year: 2023-24
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	.76 Years Data Year: 2023-24	1.11 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+.35 Data Year: 2024-25
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.07 Years Data Year: 2023-24	1.18 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	+.11 Data Year: 2024-25
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	47% Data Year: 2022-23	40.6% Data Year: 2023-24		46% Data Year: 2025-26	-5.4 Data Year: 2023-24

1.7	EL Reclassification Rate Data Source: SIS Demographics Data	3.3% Data Year: 2023-24 (as of 3/29/24)	7.9% Data Year: 2024-25 (as of 4/4/25)		10% Data Year: 2026-27	+4.6 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned. Successes and Challenges: In 1.1 Personalized Learning, we successfully implemented Tier II and utilized MTSS hubs to get the right intervention to all students. The CA team of our network also added a progress monitoring cycle across the entire region to ensure that progress is being captured for all our students. We successfully implemented a new Tier 2 math curriculum called Bridges. It was implemented in small groups within math classrooms. A challenge related to the Bridges curriculum was that although we did initial training, observations showed a need for more teacher training to implement the Bridges curriculum with full fidelity. Also in 1.1, we successfully incorporated the opportunity for students to work on their online learning platform and have exploratory centers for robots, social skills, and more. We partnered with the Bay Area Tutoring Association, so that some students based on data receive additional tutoring support during the Humanities or Learning Lab block. In 1.2, Special Education Supports, our co-teaching model has been very strong. In 1.3 Services to Support Multilingual Students, we had numerous successes. Our students continued to receive daily DELD instruction that focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. Instructional coaches were able to support the teachers through the use of look fors that delineated the teacher actions necessary for strong instruction. We were able to successfully implement the Interim ELPAC IA to inform instruction to better meet the individual or group needs of our students. Teachers were able to analyze domain specific data to identify the skills and knowledge students needed more practice on. Students also became more familiar with the testing platform and test structure that increased their confidence with taking the Summative ELPAC Assessment. Our schools also conducted ELAC Ambassador equity walks with new or returning representatives to continue the partnership with families of multilingual learners. Through this partnership, schools were able to find opportunities for families to support their students at home and increased family voice around the implementation of multilingual learner programs at their campuses. In 1.4 Rocketship Reads, we implemented a reading tracker, where students caught reading get initials from teachers that lead to the incentive of books from our book vending machine. Sometimes we also read as a whole school during Launch.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.2 we spent more than budgeted ($63,430) due to increased need for special education contractors, in part due to open roles. Contractors are more expensive than hiring internal staff.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.5 Rocketship Reads actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math and Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we met our overall target in Math and approached our target in ELA. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address. We began implementing new curricula for reading and math in 2023-24.

Action 1.3 Services to Support Multilingual Students was somewhat effective. In 2024, we had 41% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 7.9%. Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 1.1 Personalized Learning, we updated the action to include additional details on academic intervention curriculum and instruction. We updated 1.3 Services to Support Multilingual Students to include the focus for the coming year. We adjusted the targets for some metrics in response to year one data: CAASPP ELA (64% to 36%), Math (28%-32%), Science (20% to 22%), ELPI (55% to 46%), and reclassification (15% to 10%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Personalized Learning	RSSP's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.	$374,303 ($114,714 Title I)	Yes

1.2	Special Education Supports (LREBG)	Although RSSP runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.	$177,969	No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting to engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provided more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.	$40,105	No

1.4	Rocketship Reads	Rocketship Sí Se Puede will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity, implementing reading intervention, and providing incentives to celebrate students for reading at school and at home.	$41,110	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned. In 2.1, we also rolled out three approaches to reading small group instruction for TK-5:1)foundational skills small group instruction, 2)applied decoding guided reading, and 3)novel studies guided reading. In 2.2, we also had a series of regional p.d. sessions where folks from multiple campuses came together and engaged in p.d. tailored to their content areas. Successes and Challenges: In 2.1 High Quality, Research Based Curriculum, we saw success in the mid-year NWEA Reading results, where across the network we had a 4% increase over the prior year of students moving into the upper third level (67th percentile and above). We saw the most growth in K and 3-5. A related challenge in 2.1 is that we are working on increasing growth for grades 1-2. We may refine our approaches to foundational skills and applied decoding guided reading. In 2.2 Professional Development, a success was that we expanded teacher orientation this year to two days from one day previously, based on teacher input. In 2.2, it has been a challenge to design network wide p.d. to meet the needs of the different schools, given the different curriculum we piloted. We are excited to move everyone to CKLA for next year. Differentiating across a range of teacher experience was also challenging. To address that, we are expanding new teacher orientation from two days to three. Overall, though, the direct instruction was successful for teachers in that they were better able to internalize the curriculum, and we noted a positive teacher perception of the p.d. In 2.4 Instructional Coaching, a success was that we elevated the resources we have for in the moment coaching around the vision for the different parts of the block and our approaches to in the moment coaching. We refined the "Core Block Look Fors" We launched regional module launches where teachers get together with others from their grade level to plan upcoming units. In 2.5 Teacher Credentialing, a success is that offering staff additional study resources and PTO specifically for credentialing has enabled the region to prioritize testing requirements while ensuring dedicated time for staff to complete their program enrollment requirements. A challenge in 2.5 is that the state has recently introduced CSET exemptions, though only some of our staff qualify. These exemptions help alleviate testing pressures but are limited in availability. Another challenge is passing the tests. In 2.6 Culturally Responsive Pedagogy, we had impactful DEI professional development four times this year. We also hosted a staff culturally responsive book club, which was appreciated.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.1 we spent more than budgeted ($12,175) because Core curriculum expenses were higher than anticipated. In 2.4 we spent more than budgeted ($103,750). Instructional coaching is primarily conducted by Assistant Principals. This school had more AP's on staff this year vs. budget, resulting in higher instructional coaching expenses. In 2.5 we spent less than budgeted (-$12,688). A larger number of credentialed teachers were hired, resulting in lower teacher credentialing costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress

toward our targets. Teacher feedback also indicates that teachers feel they are receiving strong coaching and professional development ant that they are growing in their practice. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%. Teachers appreciate the supports from the network toward their credentialing.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2.1, we added information about curriculum adoptions for 25-26. In 2.2, we added information about our expanded new teacher orientation. In 2.3 Data Driven Instructional Practices, we updated the list of assessments to reflect current plans and expanded the description of our cycle of data analysis to provide more detail. In 2.5 Teacher Credentialing, we updated the action description to provide additional details on our efforts to support our teachers with credentialing.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RSSP curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RSSP operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RSSP utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 25-26, we will be adopting CK Integrated for grades 3-5, CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place.	$22,253	No

2.2	Professional Development	Professional Development is a critical component of the RSSP program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RSSP hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RSSP has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RSSP will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.	$129,633	Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	$38,545	Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RSSP teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.	$112,124	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests.We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. Rocketship will continue exploring additional credential program partnerships to better support our Education Specialist and PK3 Eligible staff. Our goal is to establish similar partnerships to the one we have with Reach, expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 25-26 school year.	$4,493	No
2.6	Culturally Responsive Pedagogy	RSSP is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1 Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	79% Data Year: 2023-24	75% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	-4 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	88% Data Year: 2023-24	83% Data Year: 2024-25	[Insert outcome here]	85% Data Year: 2026-27	-5 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1, we had to reduce hours for some operations roles, which was challenging, but we have innovated to make it work. In 3.3 Safety Training, We have implemented additional controlled access on the front door of our campus. All entrants must be buzzed into the front entrance and then check in. We implemented a weekly safety walkthrough where BOM checks all security systems on campus to ensure they are working. We added an emergency survey which acts as a log for all safety incidents on campus.The additional cameras and Verkada system have been very helpful. In 3.4 Schoolwide Operational Systems and Routines, Based on our mid-year walkthroughs, we have successfully met expectations for operations systems. Our network successfully tracked check-ins to ensure regular development of Operations Specialists. We conducted training for Operations Specialists on Excel, giving student directions, safety scenarios practice.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100%. The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 75% and % of families feel campus is safe: 83%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.	$410,970	Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	$189,306	No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.	$11,269	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	82% Data Year: 2023-24	82% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	Maintained Data Year: 2024-25
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-25 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23	100% Data Year: 2023-24		100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned. Successes and Challenges: In 4.1 Enrichment, a success was that the majority of campuses have an Enrichment Center Coordinator (ECC) to support students' exposure and learning of science. Our Science ECCs have access and support in using high quality resources and facilitate student engagement in the work of scientists anchored in activities aligned to the 5 Es (engage, explore, explain, elaborate, and evaluate). A related challenge is both the total number of students our enrichment coordinators are working with each week (at least 200 across 2+ grades) and the limited number of minutes they have to support students. We are pleased to offer art and p.e. for all students, with a virtual reality coding program for grades 4 and 5. In 4.2 Outdoor Education and Community Experiences,we held successful science camp trips for grades 4 and 5, as measured by early planning and completion with minimal needs to reschedule and network wide average attendance of over 80% of students. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events. In 4.4 Care Corps, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. Across our thirteen CA schools, over 550 Tier III families have been served thanks to their strong partnership. 5,500 Rocketeers have been screened for Vision, Hearing and/or Dental. Rocketship Parent University (RPU) has conducted over 70 parent workshops. Care Closet has served 470 families. A challenge experienced in 4.4 is that implementing SART / RARB requires more additional staff training and support so it is implemented with fidelity and consistency. That is something we are working to address. We are planning for next year to be a Care Corps resource hub for the Care Corps Coordinators in our network, an initiative we are very excited about.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.1 we spent less than budgeted (-$20,373)because we had fewer enrichment center coordinators due to shifts in staffing.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (82%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 83% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–91%).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 4.4 Care Corps, we updated the action description with additional details on our Care Corps support.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

4.1	Enrichment	Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.	$129,560	Yes
4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$28,624	Yes

4.3	Social Emotional Learning	At Rocketship Sí Se Puede we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Sí Se Puede core values: respect, responsibility, persistence, empathy, and community. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community. In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.	$83,661	No

		Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: **Food Distribution:** We service 800 families every month across San Jose and East Bay. **Care Closet:** Free clothing families can access either at food distribution sites or on campus. Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). **Health Screenings:** We conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. We partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program	$58,207	No

		Tier II: Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3) Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of

5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	92.8% Data Year: 2023-24 (as of 3/29/24)	92.7% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	94% Data Year: 2026-27	-.1 Data Year: 2024-25
5.2	Chronic Absenteeism rate for all students and all significant subgroups Data Source: SIS Attendance Reports	All Students: 23.9% English Learners: 21.5% Low Income: 24.8% Students with Disabilities: 15.2% Homeless: 37.0% Asian: 10.0% Hispanic/Latinx: 24.8% Data Year: 2023-24 (as of 3/29/24)	All Students: 26.7% English Learners: 29.7% Low Income: 29.4% Students with Disabilities: 25.7% Homeless: 38.3% Asian: 6.7% Hispanic/Latinx: 29.4% Black: n<10 White: n<10 Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	All Students: 20% Data Year: 2026-27	+2.8 Data Year: 2024-25

5.3	% of parents are involved (% parents on track to complete participation hours) Data Source: Internal HelpCounter Data	88% Data Year 2023-24 (as of 5/3/24)	84% Data Year: 2024-25 (as of 4/4/25)	[Insert outcome here]	90% Data Year 2026-27	-4 Data Year: 2024-25
5.4	% Home visits completed Data Source: Internal Data	98% Data Year 2023-24	100% Data Year: 2024-25		95% Data Year 2026-27	+2 Data Year: 2024-25
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) Data Source: Annual Parent Survey	80% Data Year 2023-24	89% Data Year: 2024-25		90% Data Year 2026-27	+9 Data Year: 2024-25

5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) Data Source: Annual Parent Survey	88% Data Year: 2023-24	83% Data Year: 2024-25		90% Data Year 2026-27	-5 Data Year: 2024-25
5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parentl Survey	96% Data Year: 2023-24	91% Data Year: 2024-25		90% Data Year 2026-27	-5 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1 Family Engagement, as part of the summer and beginning of the year, we execute the Day 0-30 plan which outlines key events and specific goals around home visits, orientation, attendance to name a few. The goal as a region for Homevisits was 50% before the first day of school and 90% by December. We were able to achieve 52% by day one of school and 94% by December. Our orientation goal was 90% of all families participating which was also exceeded by all

of our schools. We firmly believe that implementing these core practices sets the foundation for a strong partnership and relationship building for families and staff. Families engaging at in person events is a challenge given the variety of families and households that we serve. Another challenge in 5.1 is in getting more families and not the same families to engage. A challenge in 5.2 is for our school leaders and staff to continue to diversify opportunities that can be tailored to families who may not have the flexibility to participate in person during the day or after school due to work or personal situations. In 5.2 Family Advocacy and Leadership, we were pleased to have our network SSC presidents come together in Regional Advisory Boards--a blend of the SSC leaders and CLOC leaders to share testimony, leadership journey and path to advocacy with the national board of directors. This is an annual opportunity to meet the board, to share and ask questions. It also serves as a yearly pulse check for how we are doing in family advocacy. Our CLOC focused this year on advocating for renewal, engaging trustees on the renewal process, meeting with representatives, organizing at hearings, and leading voter registration drives. Our families in January this year engaged in immigration related topics. We also held an immigration forum on Zoom that featured local advocacy organizations to share resources and information on the topic of immigration. We had over 400 participants. After that event, many families expressed interest in doing more on this topic. We are now launching a Civic Engagement Advocacy Fellowship initiative, honing the skills of civic leadership for families, addressing the question of what does it take to become an influence in the community, a force for change. Then our participants can choose what direction to go with those new skills. In 5.3 School-Family Partnership, a we were pleased to have all new to Rocketship Staff engage in professional development sessions around family engagement vision, home visit purpose and best practices, family teacher conferences, etc. This year we met our network goals around family engagement metrics such as Homevisits by December 90%+ and Family -Teacher conferences. In 5.3 one challenge we have is around the amount of families who experience hardships that prevent them coming to school and being able to connect them with the appropriate resources. Our Care Corps coordinators do an incredible job already but the needs of our families continue to increase. To solve for this, our Care Corps teams focus on identifying new outside agencies to diversify supports for our families. In 5.5 Los Dichos, a success was how the Los Dichos training equips families with public speaking skills and reading skills to better support their child at home and in the classroom (eg. Hold the book to the side so the children can see the pictures, pause when reading and make eye contact with the students, bring the book to life when reading, ask the students questions for comprehension and to make life connections). One challenge in 5.5 that we have is reaching a spread of 7 grade levels with just two lesson plans per month. The current breakdown is TK-G1 and G2-G5. Next year, we plan to move G2 down with the lower grades to support their understanding. In 5.6 Attendance Initiatives, we successfully used data to design incentives to promote attendance. Another success is how our Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. 550 Tier III families have been served thanks to their strong partnership. A challenge in 5.6 is that connecting chronically absent families to long term housing and transportation options has been challenging. Some families do not want to take public transportation. At the network level, we need more training for staff so everyone implements best practices consistently across all schools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.5 we spent less than budgeted (-$12,546) due to fewer expenses identified compared to budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (84%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (100%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (89%). 5.6 Attendance Initiatives was effective Average Daily Attendance (93%), by Chronic Absenteeism rate for all students and all significant subgroups (27% overall).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We updated the action description to provide more detail on our program to address chronic absenteeism. We adjusted the targets for some metrics in response to year one data: ADA (95% to 94%), Chronic Absenteeism (10% to 20%). Parent involvement (89% to 90%), Parent Satisfaction (84% to 90%), Parent Connectedness (85% to 90%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We believe that families are their student's first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.	$65,568	Yes

		Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus. Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		

5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include: School Site Council (SSC) and English Learner Advisory Committee (ELAC): SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.	$0	No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the Care Corps program, schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$0	No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$13,044	No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program **Tier II:** Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3)	$500	No

		Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$981,174	$112,150

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.561%	0%	$0]	35.561%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2024 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that the SED group is at orange level for ELA (-53.4) and yellow level for math (-43.2) and the EL group is at yellow level for ELA (-52.8) and math (-48.7). We had orange level performance in 2024 on the English Learner Progress Indicator, with 40.6% of students making progress towards English language proficiency. In 2024-25, our EL Reclassification rate was 7.9% as of 4/4/25. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above).	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

		However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	
3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2024, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2025 survey results showed that 75% of students feel safe on campus and 82% of students feel a sense of connectedness at school. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2025 survey and internal data showed that 89% of parents were satisfied with their school, 84% of parents were involved in their school, 100% of families received home visits. In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Sí Se Puede Academy is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RSSP does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 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 %)
2025-26	$ 2,759,163	$ 981,174	35.561%	0.000%	35.561%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,281,190	$ 408,562	$ -	$ 241,494	$ 1,931,245.76	$ 1,453,267	$ 477,979

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	RSSP	Ongoing	$ 305,738	$ 68,565	$ 178,338	$ -	$ -	$ 195,965	$ 374,303	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	RSSP	Ongoing	$ 74,926	$ 103,043	$ -	$ 177,038	$ -	$ 931	$ 177,969	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	RSSP	Ongoing	$ 19,177	$ 20,928	$ -	$ -	$ -	$ 40,105	$ 40,105	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RSSP	Ongoing	$ 33,110	$ 8,000	$ 41,110	$ -	$ -	$ -	$ 41,110	0.000%
2	1	High quality, research-based curriculum	All	No	LEA-wide	[Input unduplicated student group(s)]	RSSP	Ongoing	$ -	$ 22,253	$ 22,253	$ -	$ -	$ -	$ 22,253	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RSSP	Ongoing	$ 122,894	$ 6,739	$ 129,633	$ -	$ -	$ -	$ 129,633	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RSSP	Ongoing	$ 25,209	$ 13,336	$ 38,545	$ -	$ -	$ -	$ 38,545	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RSSP	Ongoing	$ 112,124	$ -	$ 112,124	$ -	$ -	$ -	$ 112,124	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RSSP	Ongoing	$ -	$ 4,493	$ -	$ -	$ -	$ 4,493	$ 4,493	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		RSSP	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RSSP	Ongoing	$ 410,970	$ -	$ 410,970	$ -	$ -	$ -	$ 410,970	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		RSSP	Ongoing	$ -	$ 189,306	$ 112,694	$ 76,611	$ -	$ -	$ 189,306	0.000%
3	3	Safety Training	All	No	LEA-wide		RSSP	Ongoing	$ 6,577	$ 4,692	$ 11,269	$ -	$ -	$ -	$ 11,269	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		RSSP	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RSSP	Ongoing	$ 129,560	$ -	$ 129,560	$ -	$ -	$ -	$ 129,560	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RSSP	Ongoing	$ -	$ 28,624	$ 28,624	$ -	$ -	$ -	$ 28,624	0.000%
4	3	Social Emotional Learning		Yes	LEA-wide	All	RSSP	Ongoing	$ 83,661	$ -	$ -	$ 83,661	$ -	$ -	$ 83,661	0.000%
4	4	Care Corps	All	No	LEA-wide		RSSP	Ongoing	$ 58,207	$ -	$ -	$ 58,207	$ -	$ -	$ 58,207	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RSSP	Ongoing	$ 58,068	$ 7,500	$ 65,568	$ -	$ -	$ -	$ 65,568	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide		RSSP	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide		RSSP	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	4	Los Dichos	All	No	LEA-wide		RSSP	Ongoing	$ 13,044	$ -	$ -	$ 13,044	$ -	$ -	$ 13,044	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide		RSSP	Ongoing	$ -	$ 500	$ 500	$ -	$ -	$ -	$ 500	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,759,163	$ 981,174	35.561%	0.000%	35.561%	$ 1,134,473	0.000%	41.117%	**Total:**	$ 1,134,473
								LEA-wide Total:	$ 1,134,473
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RSSP	$ 178,338	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RSSP	$ 41,110	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RSSP	$ 129,633	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RSSP	$ 38,545	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RSSP	$ 112,124	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RSSP	$ 410,970	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RSSP	$ 129,560	0.000%
4	2	Outdoor Education and Community Experi	Yes	LEA-wide	All	RSSP	$ 28,624	0.000%
4	3	Social Emotional Learning	Yes	LEA-wide	All	RSSP	$ -	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RSSP	$ 65,568	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,227,309.65	$ 2,366,433.56

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	$ 384,756	$ 395,557
1	2	Special Education Supports	No	$ 280,633	$ 344,063
1	3	Services to Support Multilingual Students	No	$ 30,762	$ 33,666
1	4	Rocketship Reads	Yes	$ 43,957	$ 39,829
2	1	High quality, research-based curriculum	No	$ 30,654	$ 42,829
2	2	Professional Development	Yes	$ 134,274	$ 145,756
2	3	Data Driven Instructional Practices	Yes	$ 41,258	$ 45,181
2	4	Instructional Coaching	Yes	$ 108,094	$ 211,844
2	5	Teacher Credentialing	No	$ 30,189	$ 17,501
2	6	Culturally Responsive Pedagogy	No	$ -	$ -
3	1	Operations Staffing & Development	Yes	$ 457,083	$ 412,884
3	2	Facilities Maintenance	No	$ 159,160	$ 174,123
3	3	Safety Training	No	$ 12,967	$ 12,267
3	4	School-wide Operational Systems & Routines	No	$ -	$ -
4	1	Enrichment	Yes	$ 134,477	$ 114,104
4	2	Outdoor Education and Community Experiences	Yes	$ 30,602	$ 31,793
4	3	Social Emotional Learning	Yes	$ 86,363	$ 85,368
4	4	Care Corps	No	$ 78,791	$ 81,185
5	1	Family Engagement	Yes	$ 66,262	$ 70,114
5	2	Family Advocacy and Leadership	No	$ -	$ -
5	3	School-Family Partnership	No	$ 52,129	$ 55,544
5	4	Los Dichos	No	$ 18,527	$ 18,999
5	5	Attendance Initiatives	No	$ 46,373	$ 33,827

				$ -	$ -

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 963,584	$ 1,238,935	$ 1,298,158	$ (59,223)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	$ 222,930	$226,654	0.000%	0.000%
1	4	Rocketship Reads	Yes	$ 43,957	$39,829	0.000%	0.000%
2	2	Professional Development	Yes	$ 134,274	$145,756	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	$ 41,258	$45,181	0.000%	0.000%
2	4	Instructional Coaching	Yes	$ 108,094	$211,844	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	$ 457,083	$412,884	0.000%	0.000%
4	1	Enrichment	Yes	$ 134,477	$114,104	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	$ 30,602	$31,793	0.000%	0.000%
4	3	Social Emotional Learning	Yes	$ -		0.000%	0.000%
5	1	Family Engagement	Yes	$ 66,262	$70,114	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,697,347	$ 963,584	0.000%	35.723%	$ 1,298,158	0.000%	48.127%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

ROCKETSHIP
PUBLIC SCHOOLS

Q4 Rocketship Public Schools Board of Directors Meeting

June 11, 2025

ROCKETSHIP
PUBLIC SCHOOLS

Agenda

1. Opening Items

A. Call to Order

B. Public comment on off-agenda items

2. Consent Items

A. Approve minutes from the May 28, 2025 meeting of the Board of Directors

B. Approve minutes from the May 28, 2025 special meeting of the Board of Directors

C. Reappoint Mike Fox, Julie Miller, Joey Sloter, Raymond Raven and April Taylor to the Rocketship Board of Directors for a term of two years through June 2027

D. Reappoint Julie Miller (as committee chair) to the Rocketship Audit Committee for the remainder of their term on the Rocketship Board of Directors

E. Reappoint Joey Sloter to the Rocketship Executive Committee for the remainder of their term on the Rocketship Board of Directors

F. Reappoint Mike Fox to the Rocketship Business Committee for the remainder of their term on the Rocketship Board of Directors

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

H. Approve the 2025-26 Rocketship Education Board of Directors Meeting Calendar

3. Information Items

A. Mission Moment

B. Board Updates

4. Action Items: CA Agreements - Review and Approval

A. Approve the Memorandum of Understanding between Rocketship Public Schools and Boys & Girls Clubs of Silicon Valley 2025 Summer Enrichment Program

B. Approve the Agreement with YMCA - Amendment & Renewal Year 2 of 5 Agreement 2025-2026 After School Education and Safety (ASES) Program Grant Expanded Learning Opportunities Program (ELOP) Grant

C. Approve Third Amendment to Memorandum of Understanding (MOU) 2023-2028 between Rocketship Public Schools and Boys & Girls Clubs of Silicon Valley Expanded Learning Opportunity Program

D. Approve Facilities Use Agreement for Rocketship Redwood City Prep

E. Approve the Contract Extension Agreement with Nob Hill Catering, Inc., DBA The LunchMaster

F. Approve the Contract Extension Agreement with Bigbreak, LLC, DBA Chefables

G. Approve the Services Agreement with BrightBee Inc.

5. Action Items: TN Agreements - Review and Approval

A. Approve Amendment 3 of the Food Service Management Contract with SLA Management Inc.

B. Approve the Asset Transfer Agreement (TN)

6. Action Items: CA Operations - Review and Approval

A. Approve the 2025-26 Attendance Calendar for Rocketship Mateo Sheedy, Rocketship Si Se Puede, Rocketship Los Suenos, Rocketship Discovery Prep, Rocketship Alma, Rocketship Fuerza, Rocketship Brilliant Minds and Rocketship Rising Stars

B. Approve Resolution #2025-04 Adopting Literacy Screening Tool for Reading Difficulties

C. Approve Instructional Continuity Plan Addition to School Safety Plan

D. Approve the 2025-26 Rocketship Education Student and Parent Handbook for California

E. Approve the 2025-26 Rocketship Education Employee Handbook for California

7. Action Items: TN Operations - Review and Approval

A. Approve the 2025-26 Rocketship Education Employee Handbook for Tennessee

B. Approve the 2025-26 Rocketship Education Student and Parent Handbook for Tennessee

C. Approve amended leases for Rocketship United Academy, Rocketship Nashville Northeast Elementary and Rocketship Dream Community Prep

8. Action Items: Finance - Review and Approval

A. Approve the Prop 28 Annual Report for Fiscal Year 2024-25 for all thirteen California Rocketship schools

B. Approve 2025-26 Education Protection Account Fund Budget Spending Plans for Rocketship Mateo Sheedy, Rocketship Si Se Puede, Rocketship Los Suenos, Rocketship Mosaic, Rocketship Discovery Prep, Rocketship Brilliant Minds, Rocketship Alma, Rocketship Spark, Rocketship Fuerza, Rocketship Rising Stars, Rocketship Redwood City Prep, Rocketship Futuro, and Rocketship Delta Prep

C. Approve Amended Fiscal Policies

D. Approve the 2025-05 Resolutions of the Board of Directors of Rocketship Education to Establish Authority to Reallocate State and Federal Special Education Funding and to Reallocate Income for Fiscal Year 2024-25

9. Action Items: National CMO Decisions - Review and Approval

A. Approve Lease Agreement for Rocketship Stellar Elementary (WI)

B. Review and Approve the Network Support Fee Deferral and Forgiveness

ROCKETSHIP
PUBLIC SCHOOLS

Agenda

10. Action Items: LCAP Items - Review and Approval
A. Approve Local Control Accountability Plan (LCAP) Federal Addenda
B. Approve the 2024-25 California School Dashboard Local Indicator data
C. Approve the Local Control Accountability Plans (LCAPs) for all California Rocketship schools: Rocketship Mateo Sheedy, Rocketship Si Se Puede, Rocketship Los Suenos, Rocketship Mosaic, Rocketship Discovery Prep, Rocketship Brilliant Minds, Rocketship Alma, Rocketship Spark, Rocketship Fuerza, Rocketship Rising Stars, Rocketship Redwood City Prep, Rocketship Futuro, and Rocketship Delta Prep
11. Break
12. Action Items: Budget - Review and Approval
A. 2025-26 Annual Planning Review and Approval of 2025-26 Budget and all School Level Budgets
13. Closed Session
A. Conference with Legal Counsel – Existing Litigation 2 Cases - Knox vs RSED and V.R. et. al. vs RSED - Code § 54956.9.
14. Action Items: Report Out
A. Public report on actions taken in closed session
15. Adjournment

Public Comment



Consent Items



Mission Moment



Rocketship Cares Day

Rocketship Cares Day brings learning to life as all students across the Milwaukee Region **live out our core virtues** through community service.

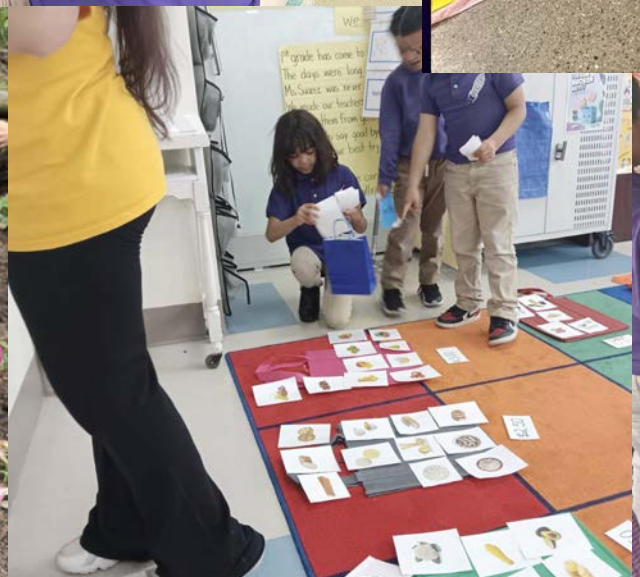
Each grade level engaged in a focused exploration of a **social issue** impacting our city. Students learned about the root causes of the issue, how it affects individuals and communities, and participated in a real-life simulation to gain a deeper, more personal understanding of its impact.

In the afternoon, students took their learning into the community. Each group participated in a service project directly related to the issue they studied with a community partner, allowing them to give back in a meaningful, hands-on way.



The Bank



s 4 Cans

Community Impact

K4: Created on-campus community gardens, planting fruits and vegetables to promote food sustainability and healthy eating.

K5: Assembled and donated 100 care packages to the VA Medical Center, supporting the needs of local veterans.

1st: Collected and donated over 1,000 pounds of food to Feeding America, addressing local food insecurity.

2nd: Participated in a neighborhood beautification project by cleaning up two local community parks.

3rd: Made 50 handmade blankets for teens receiving care at Children's Wisconsin Hospital, providing comfort and support.

4th: Volunteered at Villa St. Francis and Lutheran Manor nursing homes, engaging with residents and supporting elder care.

5th: Created dog treat goodie bags for the Wisconsin Humane Society, supporting the wellbeing of dogs in local shelters.

Looking Ahead: Expanding Our Community Impact

Building on the success of this year's Cares Day, we are excited to expand our efforts in the coming school year. Our goal is to move beyond a single day of service and establish monthly service projects that provide ongoing opportunities for students to engage with and support our community.

We plan to continue our partnerships with the incredible organizations we've already worked with and are actively seeking to build new connections with additional community partners. Through this expanded model, we aim to deepen student learning, foster consistent civic engagement, and make a sustained, meaningful impact throughout the year.

Board Updates



Action Items: CA Agreements - Review and Approval

4. Action Items: CA Agreements - Review and Approval

A. Approve the Memorandum of Understanding between Rocketship Public Schools and Boys & Girls Clubs of Silicon Valley 2025 Summer Enrichment Program

B. Approve the Agreement with YMCA - Amendment & Renewal Year 2 of 5 Agreement 2025-2026 After School Education and Safety (ASES) Program Grant Expanded Learning Opportunities Program (ELOP) Grant

C. Approve Third Amendment to Memorandum of Understanding (MOU) 2023-2028 between Rocketship Public Schools and Boys & Girls Clubs of Silicon Valley Expanded Learning Opportunity Program

D. Approve Facilities Use Agreement for Rocketship Redwood City Prep

E. Approve the Contract Extension Agreement with Nob Hill Catering, Inc., DBA The LunchMaster

F. Approve the Contract Extension Agreement with Bigbreak, LLC, DBA Chefables

G. Approve the Services Agreement with BrightBee Inc.

Action Items: TN Agreements - Review and Approval

5. Action Items: TN Agreements - Review and Approval

A. Approve Amendment 3 of the Food Service Management Contract with SLA Management Inc.

B. Approve the Asset Transfer Agreement (TN)

Action Items: CA Operations - Review and Approval

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C. Approve Amended Fiscal Policies

D. Approve the 2025-05 Resolutions of the Board of Directors of Rocketship Education to Establish Authority to Reallocate State and Federal Special Education Funding and to Reallocate Income for Fiscal Year 2024-25

Fiscal Policy Updates

As part of our annual cycle of policy revisions, the staff is recommending several substantive changes to the Rocketship Fiscal Policy manual:

1. Clarifying the included and excluded revenue for management fee calculations: This was previously approved (in 2015) as a separate policy and is incorporated here for clarity and simplicity
2. Clarifying that “contracting authority” levels extend to purchase orders and other pre-approvals to facilitate the new RAMP procurement platform
3. Adding language around “Title 1 comparability” - this is done at the request of the Wisconsin authorizer following a compliance review.

Action Items: CMO Decisions - Review and Approval

9. Action Items: National CMO Decisions - Review and Approval
A. Approve Lease Agreement for Rocketship Stellar Elementary (WI)
B. Review and Approve the Network Support Fee Deferral and Forgiveness

2024-25 Network Fee Deferrals/Waivers

- **Wisconsin:**
  - Background -
    - RPS Wisconsin is on track for a $300-400k negative CINA.
    - However, due to a large AR balance, we currently project positive cash at the end of the year.
  - Recommendation -
    - At present, we should take no action on Wisconsin fee.
    - If AR collections are later than expected, we may defer fee to the amount required for positive cash.
- **Rocketship DC:**
  - Background:
    - In its first year of operation, RSED lent RPS DC $2.875mm. RPS DC has paid down $500k of that, but $2.375mm is outstanding.
    - Owing to under enrollment and expenses out of budget, the DC region is tracking towards a $1.44m CINA deficit for the year.
    - Heading into charter review next year, we believe it is critical that RPS DC have a positive CINA for the last year before review.
  - **Recommendation:**
    - RSED should forgive the outstanding intercompany liability from RPS DC.
    - This will enable RPS DC to earn positive CINA for the year.

Action Items: LCAP Items - Review and Approval

10. Action Items: LCAP Items - Review and Approval

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B. Approve the 2024-25 California School Dashboard Local Indicator data

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

LCAP Federal Addendum

- The LCAP Federal Addendum is a supplement to the LCAP meant to ensure that eligible LEAs have the opportunity to meet the LEA Plan provisions of the ESSA.
- Describes in narrative form how Rocketship schools will address the ESSA provisions for federal funding (Title I, Title II, Title III, Title IV) not included in the LCAP and provides information on where ESSA provisions addressed in the LCAP can be found
- In the Federal Addendum, we document how we will maximize the use of federal funds to support underserved students
- The Federal Addendum has received past approval from the board, and this update aligns the federal addendum with the 25-26 LCAP and current Rocketship practices

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 Report for 24-25

	Priority 1	*Priority 2*	*Priority 3*	*Priority 6*	*Priority 7*
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

LCAP Approval

- The Board has received final versions of the 25-26 LCAP for all thirteen CA schools.
- LCAP Public Hearing was conducted at the Rocketship Education Board of Directors meeting on May 28, 2025.
- Additional input has been incorporated, including feedback from the Charter SELPA, CA Board Committee and the most up to date budget numbers
- At this stage, we seek final board approval of the LCAPs for all thirteen CA schools.

Break



Review 2025-26 Annual Plan and Recommend 2025-26 Budget to the Rocketship Board of Directors

Objectives of this session

- Revisit annual planning process and priorities tied to Rocketship' 5-year plan and goals
- Review enrollment progress to date
- Understand current regional and school budgets and next steps for approval and revisions
- Review One NeST budget model and team targets

SY25-26 Annual Plan

- Revisit annual planning process tied to Rocketship’ 5-year plan and goals
- Revisit proposed SY25-26 priorities

Objectives of Annual Planning process

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

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*

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

= where we are

	Priority setting *Jan*	Team planning *Feb-Mar*	Reconcile and finalize *Mar-Apr*
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
Activities and Milestones	▪ 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	▪ **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)	▪ 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

Our SY25-26 top priorities

	Quality Schools	Community Power	Scaled Impact	Culture of excellence & belonging
National	▪ Curriculum adoption and best practices ▪ Instructional talent development and retention ▪ Family engagement ▪ Stay the course on information systems	▪ Roll out resources for all regions ▪ Pause national investment in function until more reg. capacity	▪ Full enrollment ▪ Regional growth and new region exploration	▪ Finalize, implement and refine core model ▪ Knowledge management ▪ Top 3 action plan in response to surveys/eNPS
CA	▪ Strengthen personalized learning ▪ Elevate family academic partnership and attendance	▪ Strengthen parent leadership / community partnerships ▪ Codify core advocacy systems and practices	▪ Sustain healthy enrollment ▪ Explore new region growth and consolidation strategy	▪ Set school and NeST eNPS goals ▪ Use feedback tool regularly ▪ Embed teacher choice in PD
WI	▪ Elevate literacy achievement ▪ Elevate family academic partnership and attendance	▪ Define strategy and reporting structure ▪ Codify core advocacy systems and practices	▪ Sustain and scale enrollment ▪ Successfully open WI3 opening	▪ Set school and NeST eNPS goals ▪ Elevate teacher voice ▪ Elevate recognition
DC	▪ Achieving programmatic excellence ▪ Conduct regular PD, real-time coaching, feedback	▪ Develop parent leadership approach to maximize community impact ▪ Hire Family Organizer	▪ Drive full enrollment ▪ Renegotiate Apple Tree ▪ Successful charter review	▪ Cultivate positive adult culture (staff recognition, regular coaching, gather more input)
TN	▪ Build literacy instructional coherence ▪ Provide targeted focus school support	▪ Increase friendships, parent capacity, and resources	▪ Drive full enrollment ▪ Increase regional footprint: TN4 (26-27) & TN5 (27-28)	▪ Cultivate TN pride to drive retention (staff recognition, ED staff advisory group, regional traditions)

SY25-26 Annual Plan:

Resourcing towards the Annual Plan

National and Regional Investments in Regions

Region	Supports from across National Teams	Other Supports
CA	• Kennycia Hairston still balancing national and regional role (ISE) • Sam continue support in CA	• Continue suite of supports form this year (1:1 tutoring, external coaching)
DC	• Eric Neumann supporting DC • Kristy Ochs allocated to DC at 80% (from CSGF ABC grant) • Vanessa Barry supporting enrollment	• Strategy team project managing DC key action items • Investing in 1:1 reading tutoring program
MKE	• Sam Turner continuing support in MKE • Carlos Melendez supporting enrollment	• Exploring DoS coaching
TN	• Hired former CA DoS • Eric Neumann supporting TN	• Secured grant for additional coaching/ development • Exploring DoS coaching
National	• Kristy Ochs hired (CSGF ABC grant) • Eric Neumann as VP, East Coast	• Dedicated funds to transition SZ data • Hired +1 for data analyst • Improved visualizations in JetPackED; adding IXL • Exploring Schoolytics

Defining Success for 2025 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

- 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
  - eg enrolling *just enough* students to trigger a 3R, rather than pause at a more efficient fully-enrolled 2R cohort.
- This year, we want 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.

How We Modeled Enrollment: One example.

	actual enrollment 2021-2022	actual enrollment 2022-2023	actual enrollment 2023-2024	**24-25 BSP**	actual enrollment 2024-2025	**25-26 analytics model projection**	**Initial Enrollment Target**
Grade	2021	2022	2023		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.

Budgeted Enrollment Target for 2025-26

Region	21-22 Actual	22-23 Actual	23-24 Actual	24-25 Budget	24-25 Actual	25-26 Budget
CA	6,558	6,495	6,375	6,560	6,143	6,163
DC	1,534	1,479	1,358	1,430	1,189	1,333
TN	1,032	1,345	1,421	1,440	1,408	1,545
WI	718	702	635	783	718	995
Total	9,842	10,021	9,789	10,213	9,458	10,036

Enrollment Highlights:

- CA: Projecting small increase overall
- DC: Projecting recovery in K/1st grade, other grades flat
- TN: Growth from addition of 5th grade at RDCP and RUA
- WI: Projecting minor growth at RTP/RSCP plus addition of WI-3

SY25-26 Annual Plan:

Enrollment Progress Update

Enrollment terms & definitions

Budget Target: This is the minimum number of students needed to be enrolled throughout the school year to afford the staffing model.

Enrollment Target: The number of students that should be registered the day before the first day of school. This target is ~108% of our budget target to account for beginning of year attrition.

Application Target: We need 2 applications for every 1 open seat. The 2:1 ratio for is based on historical performance as well as a nationwide enrollment study by Charter School Growth Fund.

Budget

Target= 10,036

Enrollment

Target= 10,936

Applications

Target = 7,513

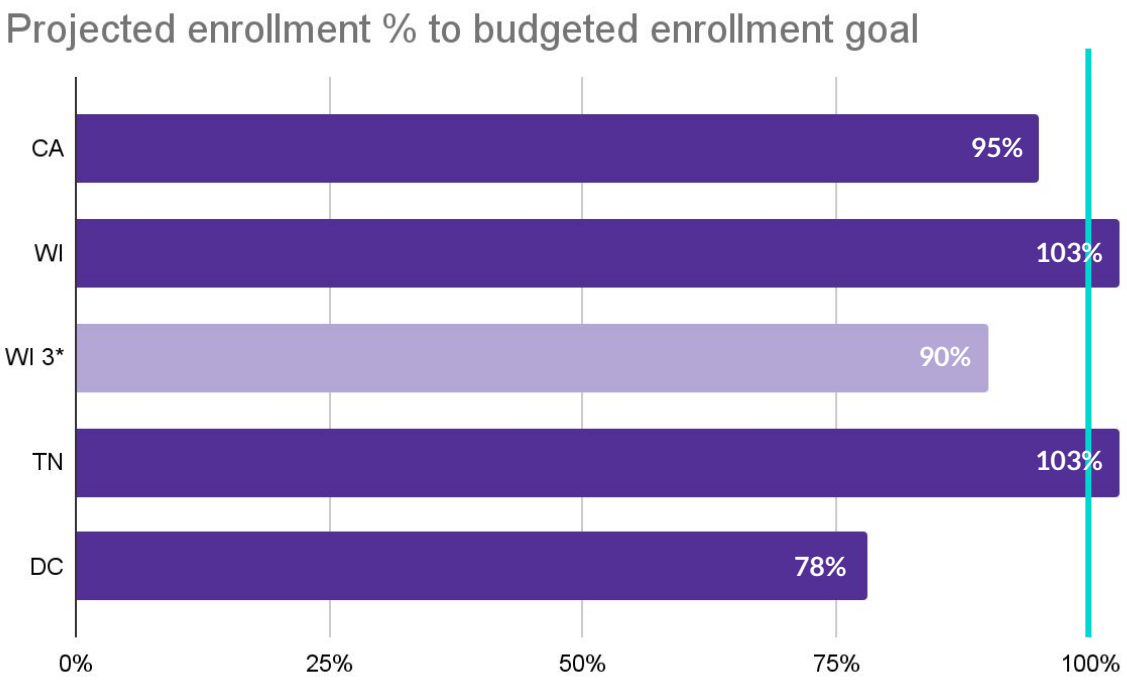
Budget, Enrollment, & Application Targets for 25-26 SY

Region	24-25 Budgeted Enrollment	24-25 Current Enrollment	25-26 Budgeted Enrollment	Δ	25-26 Enrollment Targets	25-26 Application Targets
CA	6,560	6,143	6,163	20	6,692	4,150
WI	783	718	995	277	1,095	936
TN	1,440	1,408	1,545	137	1,685	1,164
DC (PK-5)	1,430	1,189	1,333	144	1,464	1,263
TOTAL	**10,213**	**9,458**	**10,036**	**578**	**10,936**	**7,513**

2025-26 Enrollment as of June 4, 2025

	25-26 Budgeted Enrollment	25-26 Enrollment Targets	Enrollment Status (as of June 4, 2025)	Progress to Budget Target (as of June 4 2025)
CA	6,163	6,692	5,512	89%
WI	995	1,095	793	79%
TN	1,545	1,685	1,374	89%
DC	1,333	1,464	991	74%
RPS	**10,036**	**10,936**	**8,670**	**86%**

Projected enrollment by August 30 (as of June 4, 2025)



This projection model incorporates both new student projections and returning student projections. Both the new student and returning student models use 3 years of historical data to calculate conversion rate (student retained or new student enrolled) by August 30th of the enrollment year at the school-grade level (to account for school and grade variability).

* WI 3 projection does not have any historical reference. This projection assumes 80% of students who indicated they will return actually do return (~126) plus 65 new enrollments (34 new enrollments as of June 4).

Application generation

Regional assessment and key summer interventions.

Region	Assessment	Key interventions (additions to standard recruitment and marketing activity)
CA	• Santa Clara county enrollment continues to decline, right-sizing our sustainable share is a multi-year strategy. • Region needs more leads and applications to reach goals (currently 42% to app goal).	• Kinder and First grade are priorities for app generation at 5 schools (ROMO, RSA, RMS, RRWC, RDL) • Opening TK at ROMO to offset anticipated Kinder shortfall. • Hosting and promoting virtual Kinder Readiness event to support lead generation. • Increased outreach to families at 5 district schools closing. • Increased digital ad spend across region (strong ROI at ~ $150 per app).
WI	• If current 2 schools maintain historical avg, they will hit goal. • Late start to Stellar acquisition and launch of app generation (April) and system dependencies at Carmen are major impediments to progress.	• Region has high-volume of leads (over 700). Deploying school staff and National NeST resources to support high-intensity call campaign. • Pushing to fully enroll K4 and K at RSCP early to leverage waitlist for Stellar K4 and K.
TN	• Expansion to 5th grade across all schools has region poised for growth over last year. • Region is on track overall, but lower grades at RNNE are projected to fall short.	• Deploying Kinder Readiness Kit campaign in northeast Nashville (integrating field outreach, digital campaign, and incentive for enrollment completion). • Implementing place based marketing across all 25-26 school bus stops.
DC	• Highest risk region, enrollment shortfall last year is persisting into this year. • Averaging 10 apps per week in May, need 4x improvement.	• National is providing dedicated support of CSGF's top enrollment consultant to provide weekly guidance. • Increasing investment in digital lead gen ads and deploying school team task force for high-intensity lead calls campaign.

Enrollment conversion

Regional assessment and key summer interventions.

Region	Assessment	Key interventions (additions to standard enrollment conversion practice over summer)
CA	• Paper enrollment packet processing remains a bottleneck (~ 45 min. per packet to upload to PowerSchool). Exploring system improvements for next season is a key priority.	• Expanding off-campus enrollment work time - uninterrupted time to focus on funnel movement • Deploying NeST volunteer support to expedite enrollment processing at priority schools. • Implementing weekly 1:1 coaching for RMS and RRWC office managers.
WI	• RSCP is well positioned to reach goal (converting 70% of apps to enrollments). • RTP is converting enrollments below historical average, needs attention. • We do not manage enrollment system for Stellar, dependencies on Carmen remain a barrier to accelerating progress.	• Region reassigned enrollment conversion ownership at RTP. • Carmen and RPS synced enrollment dashboards as of May 15.
TN	• Dream and RUA are well positioned to reach goals. • RNNE is converting enrollments below regional average, especially Kinder.	• Deploying Kinder Readiness Kit as incentive for enrollment completion. • National Director School Communities providing 1:1 coaching with RNNE and new RUA office manager to support on enrollment conversion.
DC	• Region completed strong re-enrollment push to position for stronger retention YOY. • Strong funnel management is a priority across region, especially at RISE.	• Region reassigned enrollment management to Senior Director, Student Services. Managing in partnership with school leadership teams. • Extending enrollment hours to families and implementing enrollment events to drive funnel movement.

FY26 Budgets

May 2025

RSED Consolidated FY26 Budget

	FY26 Budget - June Version					FY26 Budget - June Version							FY26 Budget	FY25 April Trend	
	CA Schools	DC Schools	TN Schools	WI Schools	Schools Subtotal	CA NeST	DC NeST	TN NeST	WI NeST	National NeST	NeST Subtotal	Elim	RSED Total	RSED Total	Variance
Federal Income	10,597,667	3,645,526	2,465,534	3,002,001	19,710,729	-	-	-	-	-	-	-	19,710,729	19,035,654	675,075
State Revenue Sources	122,365,839	37,621,846	26,463,519	12,457,336	198,908,540	-	-	-	-	-	-	-	198,908,540	192,190,529	6,718,011
Other Local Revenues	-	329,419	55,226	34,825	419,470	-	-	-	-	(489,219)	(489,219)	-	(69,749)	3,577,316	(3,647,065)
Internal Transfers	-	-	-	-	-	5,174,372	1,425,000	1,933,167	1,510,593	19,741,252	29,784,384	(29,784,384)	-	0	(0)
Grants and Fundraising	-	-	-	250,000	250,000	-	-	-	-	4,900,000	4,900,000	-	5,150,000	8,375,216	(3,225,216)
Revenues	**132,963,506**	**41,596,792**	**28,984,279**	**15,744,162**	**219,288,739**	**5,174,372**	**1,425,000**	**1,933,167**	**1,510,593**	**24,152,033**	**34,195,165**	**(29,784,384)**	**223,699,520**	**223,178,714**	**520,805**
Personnel & Benefits	64,985,480	15,082,687	14,886,407	9,785,011	104,739,584	3,256,478	866,257	1,212,876	1,139,678	16,881,637	23,356,926	-	128,096,510	120,965,177	(7,131,333)
Certificated Salaries	35,245,569	7,745,467	7,204,299	5,053,639	55,248,974	(3,533,804)	(1,061,836)	(682,242)	(207,730)	201,902	(5,283,710)	-	49,965,264	46,333,132	(3,632,132)
Classified Salaries	15,495,839	4,833,595	4,214,543	2,495,886	27,039,862	5,798,455	1,794,485	1,634,987	1,186,828	14,369,517	24,784,272	-	51,824,134	50,819,184	(1,004,950)
Employee Benefits	14,244,072	2,503,625	3,467,565	2,235,486	22,450,748	991,828	133,608	260,130	160,580	2,310,218	3,856,364	-	26,307,112	23,812,861	(2,494,251)
Books and Supplies	5,287,058	990,732	1,374,953	618,040	8,270,783	219,730	37,678	46,099	31,935	690,616	1,026,058	-	9,296,841	10,380,371	1,083,530
Food Services	4,759,211	1,035,234	1,278,076	652,561	7,725,082	51,917	6,411	-	1,285	-	59,613	-	7,784,695	8,126,158	341,463
Services and Other Operating Expenses	20,675,512	10,956,925	3,883,691	1,005,024	36,521,152	869,044	145,843	346,341	203,661	3,078,789	4,643,678	-	41,164,830	47,383,561	6,218,731
Travel & Conferences	381,434	143,730	121,873	152,129	799,166	341,207	149,288	135,288	50,000	1,009,750	1,685,533	-	2,484,699	2,608,573	123,874
Dues and Insurance	653,730	208,258	168,298	100,826	1,131,112	32,802	14,535	2,871	493	645,431	696,132	-	1,827,244	2,019,826	192,582
Rental, Leases, & Repairs	12,799,167	7,801,724	2,821,476	1,134,755	24,557,121	343,500	44,341	86,959	1,465	270,881	747,146	-	25,304,267	24,746,646	(557,622)
Management Fee	18,582,260	4,830,669	4,207,665	2,163,790	29,784,384	-	-	-	-	-	-	(29,784,384)	-	-	-
Capital Outlay	287,630	3,826	4,814	5,500	301,770	-	-	-	-	296,972	296,972	-	598,742	940,621	341,879
Interest Expense	-	-	-	60,000	60,000	-	-	6,820	1,458	41,250	49,528	-	109,528	135,076	25,548
Miscellaneous Expense	689,870	-	-	-	689,870	499	10,106	-	-	1,500,000	1,510,605	-	2,200,475	3,795,683	1,595,208
Expense	**129,101,351**	**41,053,785**	**28,747,253**	**15,677,636**	**214,580,025**	**5,115,177**	**1,274,459**	**1,837,254**	**1,429,975**	**24,415,326**	**34,072,191**	**(29,784,384)**	**218,867,831**	**221,101,692**	**2,233,861**
CINA	**3,862,155**	**543,007**	**237,026**	**66,526**	**4,708,714**	**59,195**	**150,541**	**95,913**	**80,618**	**(263,293)**	**122,974**	-	**4,831,688**	**2,077,022**	**2,754,666**

Across Rocketship, we're targeting about $520,000 more in revenue compared to current year -

More state and federal revenue offset by less philanthropy

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.

CA Budget by School

	RDP	RSSP	RMS	RLS	RBM	RSA	ROMO	RDL	RSK	RFZ	RRS	RFA	RRWC	CA Schools
Enrollment	**392**	**255**	**474**	**312**	**514**	**528**	**556**	**530**	**531**	**502**	**608**	**670**	**291**	**6,163**
Attendance %	**93.1%**	**93.1%**	**93.1%**	**93.1%**	**93.1%**	**93.1%**	**93.1%**	**91.1%**	**93.1%**	**93.1%**	**93.1%**	**93.1%**	**91.1%**	**1206.3%**
Attendance	**365**	**237**	**441**	**290**	**479**	**492**	**518**	**483**	**494**	**467**	**566**	**624**	**265**	**5,721**
Additional Attendance - ADA Recovery	**8**	**5**	**10**	**6**	**11**	**11**	**12**	**14**	**11**	**10**	**13**	**14**	**8**	**132**
Staffing	**39.5**	**26**	**41.5**	**30**	**53**	**44.5**	**52**	**47**	**49**	**44.5**	**59**	**63**	**27**	**576**
Federal Income	794,481	674,117	754,563	749,507	985,204	911,166	901,777	847,769	504,949	943,548	853,827	1,049,495	627,266	10,597,669
State Revenue Sources	7,846,275	5,872,738	9,110,749	7,238,465	10,736,101	9,750,148	11,287,863	10,670,081	10,199,612	10,592,138	12,197,799	11,232,612	5,631,250	122,365,831
Other Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Internal Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants and Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Revenues	**8,640,756**	**6,546,855**	**9,865,312**	**7,987,972**	**11,721,305**	**10,661,314**	**12,189,640**	**11,517,850**	**10,704,561**	**11,535,686**	**13,051,626**	**12,282,107**	**6,258,516**	**132,963,500**
Certificated Salaries	2,219,603	1,574,151	2,597,149	2,038,760	3,118,651	3,012,108	3,258,323	3,000,325	3,017,365	2,794,624	3,317,383	3,574,055	1,723,075	35,245,570
Classified Salaries	1,169,161	700,077	1,115,591	729,131	1,454,318	1,058,416	1,376,515	1,188,023	1,291,493	1,155,707	1,695,238	1,854,404	707,765	15,495,839
Employee Benefits	936,026	647,315	1,062,913	777,147	1,302,551	1,171,397	1,293,299	1,158,677	1,213,683	1,099,195	1,403,822	1,492,798	685,248	14,244,070
Books and Supplies	321,345	258,705	396,576	335,959	464,951	449,885	484,271	443,834	418,988	404,441	522,219	525,692	260,195	5,287,058
Food Services	331,791	251,048	345,691	224,498	502,865	415,958	454,361	358,086	382,623	438,225	377,145	442,627	234,293	4,759,210
Services and Other Operating Expenses	1,408,005	1,330,604	1,599,800	1,285,821	1,740,502	1,721,522	1,688,057	1,752,103	1,608,770	1,654,028	1,829,454	1,880,173	1,176,667	20,675,506
Travel & Conferences	21,295	15,348	23,539	21,492	30,810	30,214	35,021	29,523	36,577	33,150	41,881	42,541	20,045	381,435
Dues and Insurance	42,008	27,327	50,795	33,435	55,082	56,582	59,583	53,709	56,904	53,796	65,155	68,170	31,185	653,731
Rental, Leases, & Repairs	943,912	734,723	1,168,163	1,094,984	1,055,756	925,990	1,135,872	1,341,853	1,067,399	1,431,347	1,159,977	572,275	166,916	12,799,167
Management Fee	1,157,011	888,926	1,389,949	1,090,241	1,614,918	1,504,639	1,697,800	1,630,456	1,526,809	1,635,966	1,869,928	1,718,631	856,986	18,582,259
Capital Outlay	26,690	33,695	55,754	34,018	12,587	20,447	30,710	5,172	15,036	10,460	9,288	29,784	3,990	287,630
Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Miscellaneous Expense	48,111	36,891	45,093	42,485	60,155	56,397	59,364	66,819	53,676	57,196	59,370	65,817	38,494	689,871
Expense	**8,624,958**	**6,498,809**	**9,851,014**	**7,707,970**	**11,413,145**	**10,423,555**	**11,573,175**	**11,028,579**	**10,689,321**	**10,768,135**	**12,350,859**	**12,266,966**	**5,904,859**	**129,101,345**
CINA	**15,797**	**48,047**	**14,298**	**280,002**	**308,160**	**237,759**	**616,466**	**489,271**	**15,240**	**767,551**	**700,767**	**15,141**	**353,656**	**3,862,155**

DC Schools FY26 Budget (Compared to FY25 Trend)

	FY26 Budget - June Version				FY25 April Trend				Variance			
	RISE	RLP	RIC	DC Schools	RISE	RLP	RIC	DC Schools	RISE	RLP	RIC	DC Schools
Enrollment	**411**	**539**	**383**	**1333**	**346**	**531**	**321**	**1198**	**65**	**8**	**62**	**135**
Federal Income	1,059,117	1,644,266	942,143	3,645,526	845,832	1,277,264	844,936	2,968,033	213,285	367,002	97,207	677,494
State Revenue Sources	11,602,604	15,212,654	10,806,588	37,621,846	10,752,387	14,689,604	8,832,591	34,274,582	850,217	523,050	1,973,997	3,347,264
Other Local Revenues	101,569	133,201	94,649	329,419	161,109	323,396	207,606	692,111	(59,540)	(190,195)	(112,957)	(362,692)
Internal Transfers	-	-	-	-	-	-	-	-	-	-	-	-
Grants and Fundraising	-	-	-	-	108,334	108,333	108,333	325,000	(108,334)	(108,333)	(108,333)	(325,000)
Revenues	**12,763,290**	**16,990,121**	**11,843,381**	**41,596,792**	**11,867,661**	**16,398,597**	**9,993,467**	**38,259,725**	**895,628**	**591,524**	**1,849,914**	**3,337,066**
Certificated Salaries	2,550,761	3,056,634	2,138,072	7,745,467	1,749,479	2,161,298	1,746,724	5,657,501	(801,282)	(895,336)	(391,348)	(2,087,966)
Classified Salaries	1,745,703	1,875,543	1,212,349	4,833,595	1,534,201	1,977,907	1,366,953	4,879,061	(211,502)	102,364	154,604	45,466
Employee Benefits	855,417	985,002	663,207	2,503,625	666,629	770,565	573,606	2,010,801	(188,787)	(214,437)	(89,600)	(492,824)
Books and Supplies	305,471	400,602	284,659	990,732	401,515	453,710	505,039	1,360,264	96,044	53,108	220,380	369,532
Food Services	319,191	418,598	297,445	1,035,234	344,277	462,382	281,008	1,087,668	25,086	43,784	(16,437)	52,434
Services and Other Operating Expenses	3,378,321	4,430,442	3,148,162	10,956,925	4,138,608	4,992,343	3,185,199	12,316,150	760,287	561,901	37,037	1,359,225
Travel & Conferences	44,316	58,117	41,297	143,730	31,885	38,948	32,110	102,943	(12,431)	(19,169)	(9,187)	(40,787)
Dues and Insurance	64,212	84,209	59,837	208,258	47,922	68,525	67,649	184,096	(16,290)	(15,684)	7,812	(24,162)
Rental, Leases, & Repairs	2,413,886	3,157,617	2,230,221	7,801,724	2,134,756	2,010,457	3,601,713	7,746,925	(279,130)	(1,147,160)	1,371,492	(54,799)
Management Fee	1,544,804	1,939,692	1,346,173	4,830,669	1,348,677	1,850,393	1,144,913	4,343,982	(196,127)	(89,299)	(201,260)	(486,687)
Capital Outlay	1,222	1,574	1,030	3,826	5,949	6,625	904	13,478	4,727	5,051	(126)	9,652
Interest Expense	-	-	-	-	-	-	1,793	1,793	-	-	1,793	1,793
Miscellaneous Expense	-	-	-	-	-	0	-	0	-	0	-	0
Expense	**13,223,303**	**16,408,030**	**11,422,452**	**41,053,785**	**12,403,898**	**14,793,155**	**12,507,611**	**39,704,664**	**(819,406)**	**(1,614,875)**	**1,085,160**	**(1,349,121)**
CINA	**(460,014)**	**582,092**	**420,929**	**543,007**	**(536,236)**	**1,605,443**	**(2,514,145)**	**(1,444,938)**	**76,223**	**(1,023,351)**	**2,935,074**	**1,987,945**

- FY26 Budget at a glance….
  - Enrollment budget is up 135 students.
  - Revenues are budgeted to subsequently increase $3.6m primarily due to enrollment increases.
  - Expenses are $2.0m higher due to full staffing. Non-personnel expenses are targeted to decrease in FY25 overspend areas, such as, books and supplies, and consultants.

TN Schools FY26 Budget (Compared to FY25 Trend)

	FY26 Budget - June Version				FY25 April Trend				Variance			
	RDCP	RNNE	RUA	TN Schools	RDCP	RNNE	RUA	TN Schools	RDCP	RNNE	RUA	TN Schools
Enrollment	**521**	**487**	**537**	**1545**	**443**	**460**	**486**	**1389**	**78**	**27**	**51**	**156**
Federal Income	792,418	926,775	746,342	2,465,534	660,485	964,488	725,094	2,350,068	131,932	(37,714)	21,248	115,466
State Revenue Sources	8,906,639	8,354,770	9,202,110	26,463,519	7,837,193	8,143,541	8,589,304	24,570,038	1,069,446	211,229	612,805	1,893,480
Other Local Revenues	18,623	17,408	19,195	55,226	34,436	82,111	104,039	220,586	(15,813)	(64,703)	(84,844)	(165,360)
Internal Transfers	-	-	-	-	-	1	1	1	-	(1)	(1)	(1)
Grants and Fundraising	-	-	-	-	42,630	59,698	64,007	166,334	(42,630)	(59,698)	(64,007)	(166,334)
Revenues	**9,717,680**	**9,298,952**	**9,967,647**	**28,984,279**	**8,574,745**	**9,249,838**	**9,482,445**	**27,307,028**	**1,142,935**	**49,114**	**485,202**	**1,677,251**
Certificated Salaries	2,360,859	2,334,206	2,509,234	7,204,299	2,349,076	1,971,043	1,951,210	6,271,329	(11,783)	(363,163)	(558,024)	(932,970)
Classified Salaries	1,340,196	1,432,498	1,441,849	4,214,543	1,424,070	1,683,541	1,752,357	4,859,968	83,874	251,043	310,508	645,425
Employee Benefits	1,093,594	1,188,896	1,185,074	3,467,565	303,728	995,282	1,170,135	2,469,145	(789,866)	(193,614)	(14,939)	(998,420)
Books and Supplies	449,500	440,133	485,320	1,374,953	416,022	475,223	478,498	1,369,744	(33,478)	35,090	(6,822)	(5,209)
Food Services	430,989	402,863	444,224	1,278,076	410,706	525,736	438,777	1,375,218	(20,283)	122,873	(5,447)	97,142
Services and Other Operating Expenses	1,292,786	1,188,301	1,402,604	3,883,691	1,270,174	1,362,135	1,342,608	3,974,917	(22,612)	173,834	(59,996)	91,226
Travel & Conferences	35,508	41,074	45,291	121,873	17,748	55,430	56,359	129,537	(17,760)	14,356	11,068	7,664
Dues and Insurance	56,753	53,049	58,496	168,298	45,282	54,462	58,153	157,897	(11,471)	1,413	(343)	(10,401)
Rental, Leases, & Repairs	1,274,302	815,719	731,454	2,821,476	1,572,026	807,440	690,913	3,070,379	297,724	(8,279)	(40,542)	248,903
Management Fee	1,407,617	1,349,623	1,450,425	4,207,665	1,215,116	1,295,013	1,341,817	3,851,946	(192,501)	(54,610)	(108,608)	(355,719)
Capital Outlay	-	2,661	2,153	4,814	2,422	22,432	21,712	46,566	2,422	19,771	19,559	41,752
Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-
Miscellaneous Expense	-	-	-	-	-	993	1	994	-	993	1	994
Expense	**9,742,104**	**9,249,024**	**9,756,124**	**28,747,253**	**9,026,370**	**9,248,731**	**9,302,538**	**27,577,640**	**(715,734)**	**(293)**	**(453,586)**	**(1,169,613)**
CINA	**(24,425)**	**49,928**	**211,522**	**237,026**	**(451,625)**	**1,107**	**179,907**	**(270,612)**	**427,201**	**48,821**	**31,616**	**507,638**

- FY26 Budget at a glance….
  - Enrollment budget is up 156 students.
  - Revenues are budgeted to subsequently increase $1.7m primarily due to enrollment increases.
  - Expenses are $1.3m higher primarily due to staffing.

WI Schools FY26 Budget (Compared to FY25 Trend)

	FY26 Budget - June Version				FY25 April Trend				Variance			
	RSCP	RTP	STELLAR	WI Schools	RSCP	RTP	STELLAR	WI Schools	RSCP	RTP	STELLAR	WI Schools
Enrollment	**433**	**352**	**210**	**995**	**422**	**303**			**11**	**49**		
Federal Income	1,318,116	1,070,004	613,881	3,002,001	1,460,893	829,612			(142,776)	240,392		
State Revenue Sources	5,425,881	4,417,730	2,613,725	12,457,336	4,905,204	3,468,170			520,677	949,560		
Other Local Revenues	15,155	12,320	7,350	34,825	87,531	14,915			(72,376)	(2,595)		
Internal Transfers	-	-	-	-	-	-			-	-		
Grants and Fundraising	-	-	250,000	250,000	4,962	-			(4,962)	-		
Revenues	**6,759,152**	**5,500,054**	**3,484,956**	**15,744,162**	**6,458,589**	**4,312,698**			**300,563**	**1,187,356**		
Certificated Salaries	2,202,768	1,631,281	1,219,590	5,053,639	1,853,731	1,181,545			(349,037)	(449,736)		
Classified Salaries	1,205,916	777,567	512,403	2,495,886	1,348,008	723,316			142,092	(54,251)		
Employee Benefits	985,512	743,433	506,542	2,235,486	857,052	432,559			(128,460)	(310,873)		
Books and Supplies	259,817	211,214	147,009	618,040	328,613	245,391			68,796	34,177		
Food Services	283,979	230,855	137,727	652,561	255,217	214,261			(28,762)	(16,594)		
Services and Other Operating Expenses	427,807	348,338	228,879	1,005,024	547,535	404,515			119,728	56,177		
Travel & Conferences	50,926	50,753	50,450	152,129	34,444	23,673			(16,482)	(27,080)		
Dues and Insurance	43,877	35,669	21,280	100,826	47,979	38,499			4,102	2,830		
Rental, Leases, & Repairs	529,141	444,654	160,960	1,134,755	514,181	507,964			(14,960)	63,310		
Management Fee	935,719	743,424	484,647	2,163,790	876,502	570,399			(59,217)	(173,025)		
Capital Outlay	500	5,000	-	5,500	3,001	58,284			2,501	53,284		
Interest Expense	60,000	-	-	60,000	60,000	-			-	-		
Miscellaneous Expense	-	-	-	-	0	-			0	-		
Expense	**6,985,962**	**5,222,188**	**3,469,487**	**15,677,636**	**6,726,262**	**4,400,407**			**(259,700)**	**(821,780)**		
CINA	**(226,810)**	**277,866**	**15,469**	**66,526**	**(267,672)**	**(87,709)**			**40,863**	**365,576**		

- FY26 Budget at a glance….
  - Enrollment budget is up 60 students across RSCP & RTP.
  - Revenues are budgeted to subsequently increase $1.5m primarily due to enrollment increases.
  - Expenses are $1.1m higher due to full staffing. RSCP is balance but starting the year off tight.

NeST Budget Summary

- 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.

Revenue	Amount
Network Support Fee	$29,784,385
National Fundraising	$3,250,000
Regional Fundraising	$1,650,000
Other Revenue	$1,000,000
Revenue Contingency (5% of Fee)	-$1,489,219
Total Revenue	$34,195,166
Team Expenses	Expense Target
Executive	$2,915,833
Business	$4,842,225
Legal, Governance, Compliance	$1,928,453
Marketing, Communications, Development	$1,476,729
Program	$4,465,389
Strategy, Analytics, SIS, IT	$3,131,639
Talent	$4,599,445
CA Regional Team	$5,174,372
DC Regional Team	$1,425,000
TN Regional Team	$1,933,167
WI Regional Team	$1,510,593
Miscellaneous (Contingency and Depreciation)	$750,000
Total Expenses	$34,152,844
NeST Surplus/Deficit to Revenue	$42,322

Budget Next Steps

1. All regional business committees, achievement committees, and full boards are being briefed on budget plans
2. These "June budgets" once adopted create an anchor for bottom line performance.
3. We have already started working on our "August budgets", making several changes
    a. Updates to government funding inputs (eg final DC budget has slightly higher per pupil, etc)
    b. Updates to expense inputs - final contract amounts, staff benefits elections, salary actuals from filled roles and turnover
    c. Updated enrollment projections and expense adjustments based on enrollment
4. August budgets will go to business committees and full boards in the August/September meeting cycle and will be what we report against throughout the year.

Approval

Motion to:

Approve the 2025-26 Budget and all School Level Budgets

Closed Session



ROCKETSHIP
PUBLIC SCHOOLS

The Board is in Closed Session.

Rocketship Board of Directors Meeting

June 11, 2025

Closed Session: Report Out

Adjourn

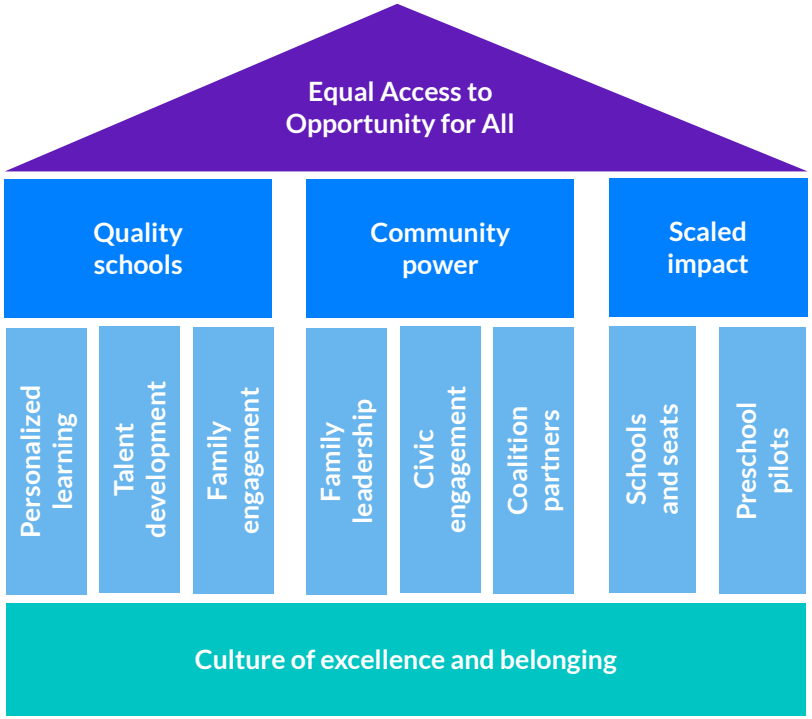


Appendix



Review 2025-26 Annual Plan and Recommend 2025-26 Budget to the Rocketship Board of Directors

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*

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 (60+ 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 stack-hands as OneNeST on org-wide and team priorities


ROCKETSHIP