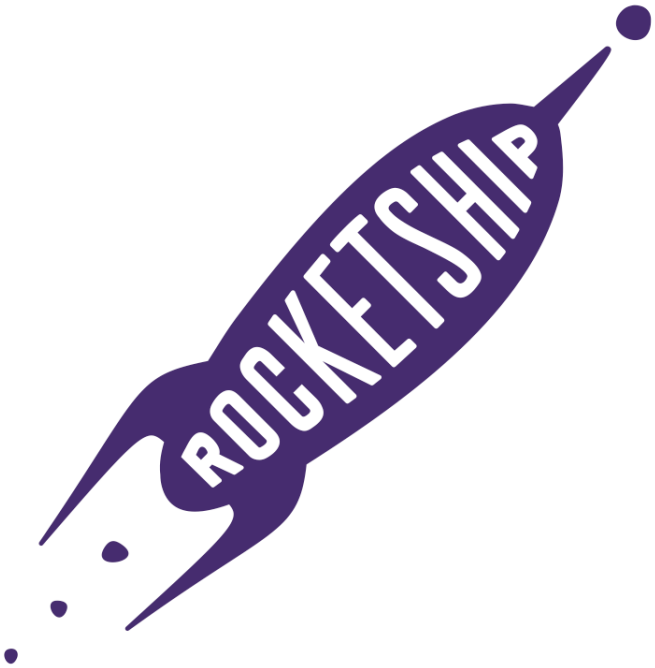
Rocketship Rising Stars Academy



Charter Renewal Petition
For the term July 1, 2027 – June 30, 2032

Submitted to the Santa Clara County Board of Education
September 03, 2026

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CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

The Charter Schools Act of 1992, codified as Education Code Section 47600 *et seq.*, requires each charter school to have a charter that sets forth a reasonably comprehensive description of the required elements of charter petitions (Education Code Section 47605).

The California Legislature, in enacting the Charter Schools Act of 1992, sought to provide opportunities for teachers, parents, students, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

(a) Improve student learning.

(b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under this part accountable for meeting measurable student outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Rocketship Rising Stars Academy is proud to have accomplished all of these intended results, as discussed herein.

AFFIRMATIONS AND DECLARATION

Rocketship Rising Stars Academy (**"Rocketship Rising Stars,"** "**RRS**" or the "**Charter School**"), operated by Rocketship Education d/b/a Rocketship Public Schools ("**RSED**" or "**Rocketship**:), authorized by the Santa Clara County Board of Education ("**SCCBOE**"), with oversight by the Santa Clara County Office of Education ("**SCCOE**") (SCCBOE and SCCOE are hereinafter sometimes collectively the **"Authorizer" or the "County"**), and located within the boundaries of Santa Clara County, will follow any and all applicable federal, state, and local laws and regulations including but not limited to:

1. The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in noncharter public schools. [Ref. Education Code Section 47605(d)(1)]

2. The Charter School declares that RSED shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.c)(6)]

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

4. The Charter School will not charge tuition. [Ref. Education Code Section 47605(e)(1)]

5. The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)].

6. The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

7. The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 ("**IDEA**"), Section 504 of the Rehabilitation Act of 1973 ("**Section 504**"), and Title II of the Americans with Disabilities Act of 1990 ("**ADA**").

8. The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

9. The Charter School will ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("**CTC**") certificate, permit, or other document required for the teacher's certificated

assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]

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

11. The Charter School shall, for each fiscal year, offer at a minimum, the following number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

12. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

13. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

14. The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

15. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

16. The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)(2)]

17. The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

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

19. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("**ESSA**").

20. The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq*. ("**CPRA**").

21. The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("**FERPA**").

22. The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq*. ("**Brown Act**").

23. The Charter School shall comply with Government Code Section 1090, *et seq*., as set forth in Education Code Section 47604.1 ("**Section 1090**").

24. The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq*. ("**PRA**").

25. The Charter School shall comply with all portions of Education Code and Title 5 Regulations which are not otherwise waived under Education Code Section 47610.

26. The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)]

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Maricela Guerrero, Executive Director, Rocketship Education - California

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Date

EXECUTIVE SUMMARY

Rocketship's story began in 1999, when Father Mateo Sheedy, Pastor of Sacred Heart Parish, created the Juan Diego Scholarship to Santa Clara University. After realizing that none of the children in his parish qualified due to the lack of academic preparation in local schools, Father Mateo set forth a vision for a new kind of education—one that would provide children from historically underserved communities with the opportunity to thrive. Though Father Mateo passed away before his dream was realized, his legacy lived on. In 2006, parishioners partnered with John Danner and Preston Smith to found Rocketship Mateo Sheedy Elementary, the first school in what has grown into a thriving network of high-performing public charter schools.

In 2016, the tenth Rocketship school in San Jose opened its doors near the Seven Trees Community off Senter Road. Although the third Rocketship school in the Franklin-McKinley School District, it was the first authorized by the Santa Clara County Board of Education.

The need for another school in the neighborhood came from the demand of families on the ever-growing waitlist at Rocketship Spark Academy. School leaders and staff at Rocketship Spark, having built strong relationships with community members who catalyzed the need for another campus, worked with families to open a new school, further extending the reach of our Rocketship community.

Founding parents had a specific vision of the type of school they wanted their children to attend. They wanted a campus that not only had rigorous academics, but also fostered leadership potential in every child, every day. These founding families chose the name Rocketship Rising Stars (RRS) for their school. They had a vision that Rocketship Rising Stars would be the place to help their children rise and be the stars of their future, and this is exactly what we have been doing for the last 10 years since Rising Stars first opened its doors.

Rocketship Rising Stars Academy now serves over 600 students in grades transitional kindergarten ("TK") to 4th. It is part of the Rocketship Public Schools network of high-performing public charter schools that was highlighted as a "gap busting" public school system in Stanford University's groundbreaking CREDO study of over 3 million public school students nationwide. The study found that Rocketship students gained the equivalent of 96 additional days of learning in reading and 138 additional days of learning in math in a single school year. The full Stanford CREDO National Charter School Study is attached as Appendix 2. This is the gap-busting model that Rocketship Public Schools is proud to offer students and families.

With a specific eye to academics, and as confirmed by the California Department of Education in April of 2026, RRS has achieved the status of a **middle performing** charter school under the standards implemented in 2019 through Assembly Bill ("AB") 1505, and is entitled to renewal of its charter under the default approval standard in Education Code Section 47607.2(b). RRS is pleased to present a comprehensive analysis of its academic and other achievement data in the sections that follow, documenting why the charter should be renewed, and we note the following highlights:

- Innovative "Top Schools" recognition in 2024-2025: Named a Top Elementary school for Latino students in Math
- Improving academic indicators on the California School Dashboard ("Dashboard"), including significant gains in Mathematics
- Results among student subgroups that reflect schoolwide averages, thus eliminating the achievement gap
- Consistently strong student culture, with Suspension Rates at the highest performance level (Blue)

- Although not currently legally required, verified data showing over year's progress for each year in school

Beyond our academic successes, the growth in diversity of our student body, the continuity of high quality learning, and increased supports for students' social-emotional needs throughout the years, we celebrate many additional successes over the past charter term. These accomplishments include the establishment of daily Social-Emotional Learning ("SEL") blocks, the creation of a tier-3 family support role (Care Corps Coordinator), and the addition of a full-time wellness (mental health) teacher to further support increased tiered approaches to academic interventions, social-emotional interventions, and behavioral interventions. Other notable changes to be found within this charter petition, aside from a reasonably comprehensive description of new legal requirements of charter schools enacted since the charter was last approved, include curriculum updates and overall program elevation as a whole, to be found in full detail in the sections to follow.

Rocketship Rising Stars has reflected the intent and ideals of the Charter Schools Act of 1992, "to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish," among other objectives, "provid[ing] parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system … hold[ing] the schools established under this part accountable for meeting measurable pupil outcomes, and provid[ing] the schools with a method to change from rule-based to performance-based accountability systems," and "[p]rovid[ing] vigorous competition within the public school system to stimulate continual improvements in all public schools." We thank the Santa Clara County Office of Education for its time reviewing our charter petition. On behalf of families, students and community, we ask for the SCCOE to approve the renewal petition for a **five-year** charter term.

INTRODUCTION

CRITERIA FOR RENEWAL

Introduction

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the Dashboard.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

As determined by law and the CDE, RRS is designated as middle-performing, and is thus eligible for a five-year charter renewal term.

The 2025 Dashboard is the third year since 2019 to display the intended red, orange, yellow, green, and blue colors for schools' status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English Language Arts ("**ELA**")/Literacy and Mathematics

Rationale for Renewal of RRS Charter Petition

For middle-performing charter schools, Education Code Section 47607.2 mandates that the chartering authority consider the performance, schoolwide and for all student subgroups, of RRS on the state and local indicators on the Dashboard. The chartering authority shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress ("**CAASPP**") English Language Arts ("ELA") and math assessments and the English Learner Progress indicator ("**ELPI"**).

In support of approval of its charter renewal petition, below RRS submits data from the Dashboard, among other verified data sources. As the data presented below demonstrates RRS has met the criteria for renewal under the Education Code and as recognized by the CDE.

STUDENT PERFORMANCE DATA

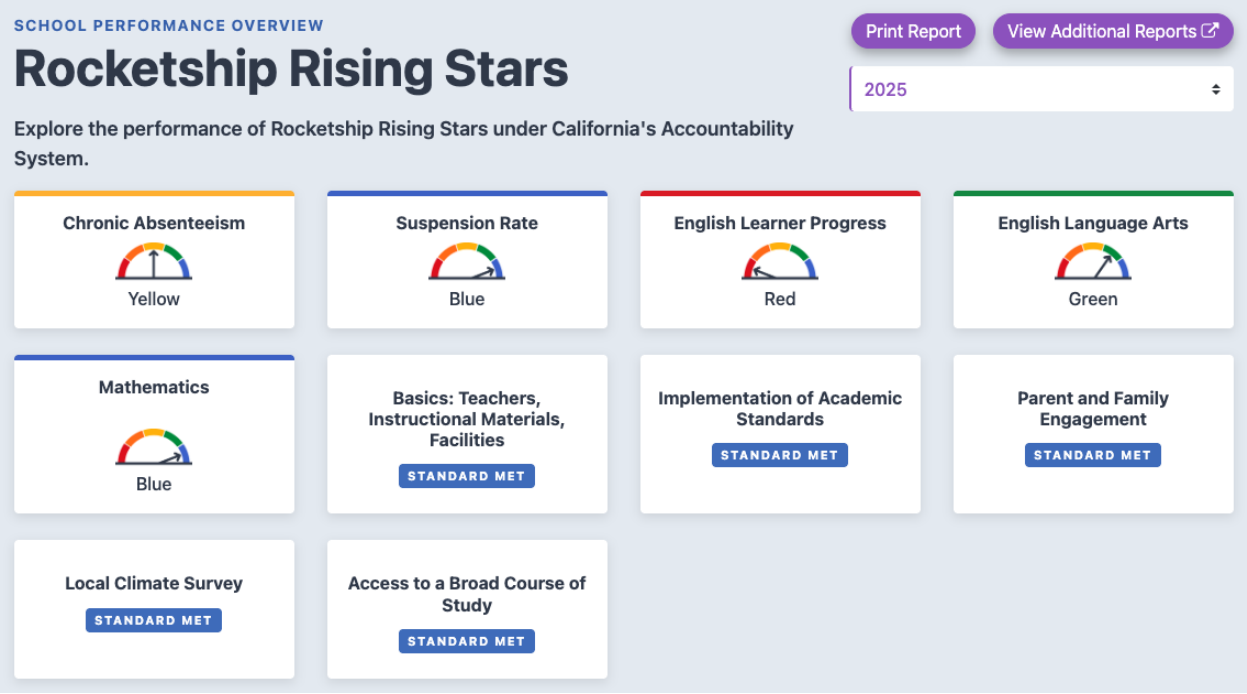
As noted above, Education Code Section 47607.2(b) provides that a chartering authority's decision to renew a middle-performing charter school's charter shall be based upon the charter school's performance on the state and local indicators adopted under Education Code Section 52064.5 (both on a schoolwide basis and by student groups). Pursuant to Education Code Section 52064.5(f), the California Department of Education has created the Dashboard, which tracks school performance data on such state and local indicators.

DASHBOARD: STATE ACCOUNTABILITY SYSTEM

The most recent Dashboard Reports for RRS are attached to this petition as Appendix 1, and a snapshot of the overview for RRS's Dashboard Report is provided below.

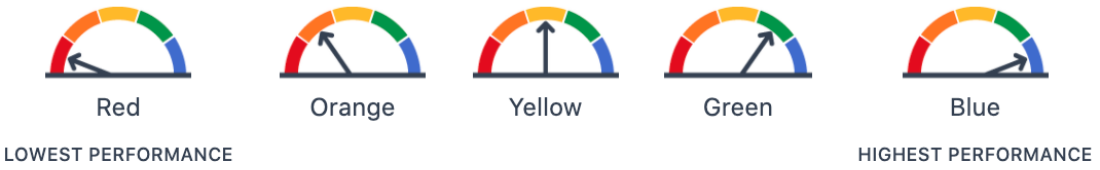
We note that the AB 1505 renewal framework does not set any minimum threshold, or any other objective standard of measurement, for Dashboard data for the purposes of determining renewal of middle-performing charter schools. Rather, Education Code Section 47607.2(b) instructs chartering authority to *consider* the Dashboard data. Chartering authorities are further instructed to give greater weight to measures of academic performance under Education Code Section 47607.2(b)(2), but the statute remains silent on precisely what level of performance a charter school must show.

Therefore, the remainder of this section highlights Rocketship Rising Stars' Dashboard data from 2020 to 2025 for all students (schoolwide) and numerically significant student groups.



Per the Dashboard website, "Performance on state measures, using comparable statewide data, is

represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year."[1]



STATE PERFORMANCE INDICATORS

Education Code Section 47607.2(b) requires chartering authorities to consider the schoolwide performance on the state indicators, with greater weight given to the academic indicators. RRS's Math academic indicator performance levels have been Green and Blue, the two highest levels, for all three years since 2023. RRS's ELA academic indicator performance levels have consistently been Green for the three years with performance colors. Rocketship Rising Stars earned Red on the English Learner Progress Indicator ("ELPI") in 2023, improved to Blue in 2024, and fell back to Red in 2025 - a clear sign that RRS can deliver strong outcomes for English Learners ("EL") but needs to demonstrate sustained performance year over year.

With respect to the non-academic indicators, the Charter School's Chronic Absenteeism performance level has consistently been Yellow and its Suspension rate indicator has consistently been Blue, the highest level, in all years with reported performance colors.

Table 1 reports Rocketship Rising Stars' historical performance levels during its charter term. The state suspended indicator performance levels reporting in 2020 and 2021 due to the COVID-19 pandemic, and the 2022 Dashboard published modified performance indicators. For 2022, current statuses ("very high" to "very low") are reported in the table for years when performance levels were not available.

Table 1 - Rocketship Rising Stars' Historical State Indicator Performance Levels

Indicator	2020	2021	2022	2023	2024	2025
Chronic Absenteeism	N/A	N/A	Very High	Yellow	Yellow	Yellow
Suspension Rate	N/A	N/A	Very Low	Blue	Blue	Blue
ELA	N/A	N/A	High	Green	Green	Green
Mathematics	N/A	N/A	High	Blue	Green	Blue
EL Progress	N/A	N/A	High	Red	Blue	Red

[1] https://www.caschooldashboard.org/about/accountability.

Comparisons to the State, the District and Comparison Schools

We have included the following Dashboard data to provide another analysis of RRS's student achievement. The Charter School is located in the Franklin-McKinley School District ("FMSD") boundaries, and that is also where a significant number of its students reside.

In 2025, Rocketship Rising Stars was equal to or outperformed the state and FMSD on four of the five indicators: the Chronic Absenteeism, Suspension Rate, ELA and Mathematics academic indicators. Furthermore, Rocketship Rising Stars earned the two highest performance levels on 3 out of 5 indicators.

Table 2 - 2025 State Indicator Performance Levels: State and District

Indicator	Rocketship Rising Stars	State	FMSD
Chronic Absenteeism	Yellow	Yellow	Yellow
Suspension Rate	Blue	Green	Green
ELA	Green	Yellow	Orange
Mathematics	Blue	Yellow	Orange
EL Progress	Red	Yellow	Green

The student population of Rocketship Rising Stars may differ greatly from the state and FMSD due to student demographics and grades served. Table 3 below provides a more direct elementary school ("ES") comparison between Rocketship Rising Stars and local elementary schools in the surrounding neighborhood. The table also outlines the demographics of the Franklin-McKinley School District. Table 4 includes the 2025 Dashboard results for four comparison schools (elementary schools in close proximity to Rocketship Rising Stars): Captain Jason M. Dahl Elementary, G.W. Hellyer Elementary School, Lairon College Preparatory Academy, and Los Arboles Literacy and Technology Academy.

Table 3 - 2024-25 Demographics: Comparison Schools

Demographic	Rocketship Rising Stars	Dahl ES	G.W. Hellyer ES	Lairon	Los Arboles	FMSD (Non-Charters)
% Asian	**30%**	16%	20%	10%	11%	30%
% Hispanic	**63%**	76%	74%	85%	82%	62%
% Socioeconomically Disadvantaged ("SED")	**66%**	88%	83%	85%	82%	83%

% English Learners	**40%**	45%	41%	52%	59%	44%
% Students with Disabilities ("SwD")	**9%**	15%	14%	16%	32%	14%

Sources: California Department of Education Data Reporting Office (DataQuest) and California School Dashboard. Only numerically significant student subgroups at RRS are included in this table.

As reported in Table 4, Rocketship Rising Stars was equal to or outperformed all comparison schools on four out of five indicators in 2025.

Table 4 - 2025 State Indicator Performance Levels: Comparison Schools

2025 Indicator	Rocketship Rising Stars	Dahl ES	G.W. Hellyer ES	Lairon	Los Arboles
Chronic Absenteeism	Yellow	Yellow	Orange	Yellow	Red
Suspension Rate	Blue	Yellow	Yellow	Green	Green
ELA	Green	Orange	Orange	Red	Orange
Math	Blue	Red	Orange	Red	Orange
ELPI	Red	Yellow	Green	Orange	Red

Chronic Absenteeism

The table below shows how most subgroups at Rocketship Rising Stars scored within one level of the schoolwide indicator in the years in which the indicator has been included on the Dashboard. Districts across the state and country have reported higher chronic absentee rates after the 2020 COVID-related school disruptions and Rocketship Rising Stars has experienced a similar trend.[2] Although RRS's chronic absenteeism rates remain above pre-2020 levels, the Charter School has decreased its chronic absentee rates each year since 2022. RRS is on-track to report another decrease in 2026.

Table 5 - Rocketship Rising Stars Chronic Absenteeism Indicator

Subgroup	2020	2021	2022	2023	2024	2025
All	N/A	N/A	Very High	Yellow	Yellow	Yellow
Asian			High	Yellow	Green	Green

[2] Nat Malkus, "Long COVID for Public Schools: Chronic Absenteeism Before and After the Pandemic", American Enterprise Institute, January 31, 2024, https://www.aei.org/research-products/report/long-covid-for-public-schools-chronic-absenteeism-before-and-after-the-pandemic/

EL			Very High	Red	Yellow	Yellow
Hispanic			Very High	Yellow	Yellow	Orange
SED			Very High	Yellow	Yellow	Orange
SwD			Very High	Red	Yellow	Red

Suspension Rate

Rocketship Rising Stars did not suspend any students in 2022 through 2025 and, subsequently, earned the highest performance level school-wide and across all subgroups for the last three years. The Charter School is on-track to maintain its Suspension Rate indicator performance on the 2026 School Dashboard.

Table 6 - Rocketship Rising Stars Suspension Rate Indicator

Subgroup	2020	2021	2022	2023	2024	2025
All	N/A	N/A	Very Low	Blue	Blue	Blue
Asian			Very Low	Blue	Blue	Blue
EL			Very Low	Blue	Blue	Blue
Hispanic			Very Low	Blue	Blue	Blue
SED			Very Low	Blue	Blue	Blue
SwD			Very Low	Blue	Blue	Blue

ENGLISH LANGUAGE ARTS

As described above, Education Code Section 47607.2(b)(2) requires that greater weight be given to the academic indicators on the Dashboard. For all three years with official ELA Academic Indicator performance levels, Rocketship Rising Stars earned Green, the second highest level. Most reported subgroups scored the same level or within one level of the school-wide indicator or higher in each year.

Rocketship Rising Stars' ELA Academic Indicators are based on the performance of its 3rd-4th graders on CAASPP. The state testing cohorts for all reported years experienced school disruptions during a critical

period in their early literacy skill development. The 3rd-4th grade 2023 cohorts were in K-1st grade at the start of the pandemic. Additionally, the 3rd grade 2024 cohort started Kindergarten during the pandemic and the 3rd grade 2025 cohort started Kindergarten while still under pandemic-related restrictions. Earning the second highest performance levels each year demonstrates RRS's academic recovery following the COVID-19 pandemic disruptions. Furthermore, the Charter School achieved a higher Current Status (ELA Distance from Standard, or "DFS") than FMSD and against all of its local school comparisons each year (see Table 9 for additional details).

Table 7 - Rocketship Rising Stars ELA Academic Indicator

Subgroup	2020	2021	2022	2023	2024	2025
All	N/A	N/A	High	Green	Green	Green
Asian			Very High	Green	Green	Green
EL			High	Green	Yellow	Yellow
Hispanic			Medium	Yellow	Orange	Orange
SED			High	Green	Green	Green
SwD			Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*

MATHEMATICS

Rocketship Rising Star's Math Academic Indicator performance level has earned the top two performance levels each year with official Math Academic Indicator performance levels: Blue, in 2023 and 2025, and Green in 2024. All reported subgroups scored the same level or within one level of the school-wide indicator or higher in each year.

As with ELA, the 2023-2025 3rd-4th grade cohorts were still recovering from the schooling disruptions of a formative period for Math skill development. RRS earning Blue and Green performance levels demonstrate the Charter School's progress toward academic recovery following the COVID-19 pandemic disruptions. The Charter School also achieved a higher Current Status (Math DFS) than the local school district and all its local school comparisons every year (see Table 10 for additional details).

Table 8 - Rocketship Rising Stars Mathematics Academic Indicator

Subgroup	2020	2021	2022	2023	2024	2025
All	N/A	N/A	High	Blue	Green	Blue
Asian			Very High	Blue	Green	Green
EL			High	Blue	Green	Blue
Hispanic			Medium	Blue	Green	Green
SED			High	Blue	Green	Blue
SwD			Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*

Historical DFS Comparisons: Academic ELA and Mathematics Indicators

The information presented below shows the "current status" as another demonstration of the Charter School's achievement on the academic Dashboard indicators, which we present as another form of analysis to consider under Education Code Section 47606.2(b)(2). In contrast to the official performance indicator levels, which are contingent upon a valid change metric based on two years of state testing data, a school's Status can be calculated as the average distance from standard --the difference between a student's scale score and the minimum threshold score grade level proficiency. The average DFS provides a direct comparison of absolute academic achievement between Rocketship Rising Stars and the comparison schools and FMSD.

Table 9 - Rocketship Rising Stars Average ELA DFS (Current Status)

School/District	2023	2024	2025	2025 Difference from Rocketship Rising Stars
Rocketship Rising Stars	30.1	19.8	18.4	
Dahl ES	-72.0	-84.8	-73.4	-91.8
G.W. Hellyer ES	-19.0	-10.4	-28.9	-47.3

Lairon	-66.4	-89.2	-91.5	-109.9
Los Arboles	-60.3	-43.1	-54.0	-72.4
FMSD	-38.5	-43.4	-41.2	-59.6
State	-13.6	-13.2	-8.1	-26.5

In the past three years, RRS's ELA DFS outperformed all comparison schools, the District, and the State. Rocketship Rising Stars' ELA DFS was over 30 points higher than any of the comparison schools every year. Furthermore, the Charter School's ELA DFS was a higher Current Status Designation (High) than any of the comparison schools (ranging from Low to Very Low).

Table 10 - Rocketship Rising Stars Average Mathematics DFS (Current Status)

School/District	2023	2024	2025	2025 Difference from Rocketship Rising Stars
Rocketship Rising Stars	43.2	34.4	43.4	
Dahl ES	-73.0	-104.4	-103.2	-146.6
G.W. Hellyer ES	-29.3	-19.9	-42.2	-85.6
Lairon	-118.1	-134.8	-134.6	-178.0
Los Arboles	-47.6	-21.9	-51.6	-95.0
FMSD	-63.1	-64.5	-64.3	-107.7
State	-49.1	-47.6	-42.4	-85.8

Similar to ELA, Rocketship Rising Stars earned a higher DFS than the comparison schools, the District, and the State for the past three years. The Charter School's Math DFS was more than 50 points higher than any of the comparison schools every year. Furthermore, RRS's Math DFS was a higher Current Status Designation (High or Very High) than any of the comparison schools (ranging from Medium to Very Low).

ENGLISH LEARNER PROGRESS

The ELPI measures the percentage of EL students making sufficient progress on the **ELPAC**. The ELPI performance level colors were reported for the first time in 2023. Rocketship Rising Stars earned Red in

2023 and 2025 and Blue in 2024. In response to the variability in the data, the team has since revised all designated ELD instructional resources to more closely align to the Tier 1 ELA content, and have also instituted a new progress monitoring system to track student progress towards English language proficiency. Additionally, the team removed some time-intensive assessment measures to maximize instructional time for multilingual learners.

Table 11 - Rocketship Rising Stars English Language Progress Indicator

Subgroup	2020	2021	2022	2023	2024	2025
All	N/A	N/A	High	Red	Blue	Red

LOCAL INDICATORS

Education Code Section 47607.2(b)(1) also requires the chartering authority to consider performance on the Dashboard's local indicators. Performance on local indicators is rated through one of three designations: (1) Standard Met; (2) Standard Not Met; or (3) Standard Not Met for Two or More Years.[3]

As shown in Table 12 below, Rocketship Rising Stars has met the standard in all categories of the five Local Indicators in all reported years.

Table 12 - Rocketship Rising Stars Local Indicators

Category	Local Indicator	2020	2021	2022	2023	2024	2025
Academic Performance	Implementation of Academic Standards	N/A	N/A	Standard Met	Standard Met	Standard Met	Standard Met
Conditions and Climates	Basics: Teachers, Instructional Materials, Facilities			Standard Met	Standard Met	Standard Met	Standard Met
	Parent and Family Engagement			Standard Met	Standard Met	Standard Met	Standard Met

[3] *See* https://www.caschooldashboard.org/about/faq.

	Local Climate Survey			Standard Met	Standard Met	Standard Met	Standard Met
Academic Engagement	Access to a Broad Course of Study			Standard Met	Standard Met	Standard Met	Standard Met

MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT

Although verified data is not currently legally required, the Charter School has included a multitude of data from various verified data assessment measures and for different student populations to demonstrate the growth students have seen over the charter term. The data clearly demonstrates that RRS's students - as a whole and as broken down by student subgroups - have largely made at least one year's growth for each year of the Charter School's charter term.

ACADEMIC INDICATOR DFS

If a student's individual DFS is constant or increases from the prior year, the student achieved at least one year of grade-level growth. Similarly, if the DFS of a school or subgroup is constant or improving, the school or subgroup has met a year of growth on average. Furthermore, a DFS increase of 15 points or more is classified as "increased significantly" and a change within +/-3 points is classified as "maintained" for the ELA and Mathematics Academic Indicator change metrics.

As shown in Table 13, Rocketship Rising Stars demonstrated one year of growth or more in both subjects in 2023 and 2025 by maintaining a high level of DFS in ELA and increasing the average DFS in Math. Most subgroups also achieved one year of growth in both of those years. While RRS DFS declined in 2024, the cohort composition should be taken into consideration. As stated in an earlier section, the 2024 3rd grade testing cohort started school in the pandemic and had been greatly impacted by COVID-19 school disruptions. Table 14 shows that the Charter School was consistently achieving DFS growth within cohorts each year.

Table 13 - Rocketship Rising Stars Average DFS and Change (2022-2025)

Subgroup	2022	2023	2023 Change	2024	2024 Change	2025	2025 Change
ELA							
All	31.3	30.1	**-1.2**	19.8	**-10.3**	18.4	**-1.4**
Asian	95.9	89.8	**-6.1**	83.5	**-6.3**	66.0	**-17.5**
EL	29.4	25.4	**-4.0**	4.4	**-21.0**	5.3	**+0.9**

Hispanic	2.1	-0.3	**-2.4**	-11.5	**-11.2**	-8.9	**+2.7**
SED	29.4	29.6	**+0.2**	17.7	**-12.0**	17.9	**+0.3**
Mathematics							
All	7.1	43.2	**+36.1**	34.4	**-8.8**	43.4	**+9.0**
Asian	77.1	105.8	**+28.7**	101.4	**-4.4**	96.0	**-5.3**
EL	9.2	39.3	**+30.1**	25.4	**-14.0**	36.1	**+10.8**
Hispanic	-24.9	13.1	**+38.0**	4.8	**-8.3**	16.1	**+11.3**
SED	4.7	38.3	**+33.6**	34.1	**-4.2**	40.7	**+6.6**

Note: Change metrics are reported directly from state data files. The difference of the rounded DFS reported may slightly differ from the CDE's calculated change using the precise values.

Because the specific students included in a school or subgroup's DFS calculations will change each year, it is informative to look at how the average DFS progresses for continuously enrolled cohorts. The table below shows 3 different cohorts with growth during the period of Rocketship Rising Stars' charter term ("continuously enrolled students"). The continuously enrolled students improved or maintained DFS between 3rd-4th grade in both subjects in all three years, demonstrating one or more years of growth.

Table 14 - Rocketship Rising Stars Growth of DFS (CAASPP) for Continuously Enrolled Students

School Years	**3rd Grade**	**4th Grade**	**Change**
ELA			
2022 to 2023	34.6	31.9	**-2.7 maintain**
2023 to 2024	29.0	33.7	**+4.7 improvement**
2024 to 2025	22.6	30.7	**+8.1 improvement**
Mathematics			
2022 to 2023	15.4	36.6	**+21.2 improvement**
2023 to	45.4	53.2	**+7.8**

2024			**improvement**
2024 to 2025	30.3	48.7	**+18.4 improvement**

NWEA MAP

The Charter School has consistently administered the Northwest Evaluation Association's ("**NWEA**") Measures of Academic Progress ("**MAP**"), a nationally-normed assessment recognized across the nation as a high-quality and valid assessment. More than 8,500 schools in the United States, including more than 450 districts and school partners in California, use NWEA MAP.[4]

The CDE's recommended growth metric for NWEA is the Conditional Growth Index ("**CGI"**), a standardized, normed growth measure. The CGI calculates the difference between a student's observed growth and the expected growth based on their grade-level peers (aka their growth norm) and then divides by the growth standard deviation to produce a standardized measure that can be used to compare growth outcomes across student groups and grades.[5] According to the NWEA guide to using CGI for AB 1505, a CGI range between -0.2 and +0.2 can be used as an approximation of one year's growth.[6]

Rocketship Rising Stars' students have achieved at least one year of growth as demonstrated by the Charter School's NWEA MAP average CGI every year in each subject. Table 15 below shows that RRS's average school-wide CGI was either within the one year's growth range or above it for all years with assessment results. Blue cells indicate accelerated growth above 0.2, green cells indicate one-year growth and orange cells indicate growth that was less than one year. Rocketship Rising Stars achieved accelerated growth, with CGI averages above 0.2, for all five years in Mathematics and Reading. Furthermore, the Charter School's numerically significant subgroups also made at least one year's progress in both subjects as measured by the NWEA MAP assessment.

Table 15 - Average CGI at Rocketship Rising Stars (2021-22 – 2025-26) [2025 NWEA Norms]

Student Group	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**

[4] https://www.nwea.org/state-solutions/california/

[5] https://connection.nwea.org/s/article/Conditional-Growth-Index?language=en_US

[6] https://calauthorizers.org/wp-content/uploads/2023/10/NWEA-Using-MAP-Growth-Data-for-AB1505-Guidance-Document-MAY23.pdf

Mathematics					
All students	0.49	0.56	0.26	0.51	0.80
Asian	0.71	0.65	0.38	0.69	0.78
EL	0.49	0.52	0.23	0.59	0.76
Hispanic	0.35	0.52	0.22	0.43	0.78
FRL	0.46	0.49	0.18	0.45	0.79
SwD	0.52	0.42	-0.13	0.26	0.57
Reading					
All students	0.67	0.61	0.52	0.64	0.43
Asian	0.91	0.69	0.53	0.78	0.70
EL	0.61	0.44	0.44	0.51	0.17
Hispanic	0.54	0.55	0.51	0.57	0.33
FRL	0.70	0.62	0.53	0.59	0.39
SwD	0.87	0.52	-0.13	0.64	0.22
Growth based on 2025 NWEA Norms					

Conclusion

RRS is proud to have earned "middle-performing" status. In accordance with the applicable legal standard, the Charter School is entitled to default approval of this charter renewal petition, for a five-year renewal term.

RRS AS PART OF THE ROCKETSHIP EDUCATION NETWORK

Rocketship's story began back in 1999, when Father Mateo Sheedy, Pastor of Sacred Heart Parish, created the Juan Diego Scholarship to Santa Clara University. After an extensive search for candidates, Father Mateo was surprised to discover that of the hundreds of children in his parish, none of them met the basic academic requirements to qualify them to attend their hometown college, or any other top-tier university.

Father Mateo immediately began researching ways to solve this problem. He soon became convinced that the public schools around his parish were failing to educate the students in his church. He decided that the children of his parish needed to have an alternative to their neighborhood district school.

Unfortunately, Father Mateo Sheedy passed away too soon, but his movement lived on. In 2006, his parishioners approached John Danner and Preston Smith—two educational entrepreneurs who were developing a new model for schools in low-income neighborhoods. John Danner, a former software engineer, was interested in the ways technology could help personalize education. Preston Smith was a young principal at a promising elementary school in San Jose who recognized the impact empowered teachers and engaged parents can have on student success.

The original campus, Rocketship Mateo Sheedy Elementary, opened soon after and our students quickly showed strong results in academic achievement. In fact, Rocketship Mateo Sheedy became the highest ranked low-income elementary school in Santa Clara County and the seventh ranked school in California. As more families joined the waiting list, we realized the need for even more high quality schools in the San Jose community. The founders decided to expand its nonprofit benefit corporation, Rocketship Education, to serve other schools in the neediest neighborhoods.

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

Rocketship operates thirteen schools in California. Ten of these schools are in San Jose, where we have grown to become a well-established presence over the past decade.

RRS is part of a network of high-performing charter schools that is centrally governed and operated by Rocketship Education, a non-profit public benefit corporation with 501(c)(3) status. As further described in Element D below, Rocketship Education is governed by a Board of Directors ("Board") comprised of diverse and experienced community leaders with a broad range of expertise in relevant fields, including academics, education reform, community engagement, finance, management, real estate, law, and fundraising.

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

In addition to benefiting from a deeply experienced Board of Directors, RRS receives support from our centralized network staff. As we have expanded our network and impact over the past decade, we have focused on building organizational capacity to support a robust network of high-quality schools in historically disadvantaged communities. We have worked to develop and consistently apply strong functional expertise in each of the areas that comprise the complexity of school management (i.e., academic and social-emotional instruction, talent, community relations, finance, strategy, operations, legal, technology, human resources). Our centralized management structure is further described in Element D below.

ELEMENT A: THE EDUCATIONAL PROGRAM

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners."

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." - Education Code Section 47605(c)(5)(A)(i)-(ii)

MISSION, VISION, AND MODEL

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.

Our Vision
Equal access to opportunity for all.

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

Our Pillars
The Rocketship model is built on three foundational pillars of excellence:

1. **Personalized Learning -** Tailoring instruction, content, learning experience, and pace to unleash the potential of every student.

2. **Talent Development -** Investing in the growth and development of every team member to unleash their full potential in the classroom and beyond.

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

Rocketship Model
Unlike traditional elementary schools, students at Rocketship rotate between four content blocks every day: Humanities, Science, Technology, Engineering, and Mathematics ("STEM"), Learning Lab, and Enrichment. This model allows us to improve student outcomes by developing teachers who specialize in either STEM or Humanities. Content specialization also means our teachers collaborate together to develop classroom management strategies, create lesson plans, and engage parents.

All Rocketship we work to ensure all of our students are on a path to college and career readiness. Our instruction is aligned to the Common Core State Standards ("CCSS"), Next Generation Science Standards

("NGSS"), History-Social Science Framework, English Language Development ("ELD") Standards, and the remaining State Content Standards (collectively referred to herein as "State Standards") - focusing deeply on critical thinking, writing, and mathematical reasoning and problem solving. Additionally our teachers use data-driven practices to ensure students master key skills that are essential for long-term academic success - a foundation critical for later college and career readiness.

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. Independent learning, small group tutoring, and adaptive online learning programs augment teacher-led instruction and provide valuable time for students to develop more ownership of their learning and achieve the mastery they need to advance. This carefully orchestrated combination of instructional methods is made possible through robust and regular data streams that map precisely where students need support to achieve mastery – from concept acquisition all the way through practice and repetition. This is how we ensure we are purposeful in our use of technology, targeted in our tutoring, and optimizing our teachers' talent and instructional time.

We educate the whole child at Rocketship. We pride ourselves on creating schools that promote our core values of persistence, empathy, responsibility, and respect. We also supplement our core instruction in Humanities and STEM with social emotional learning and positive behavior interventions and supports. All our schools offer a diverse array of enrichment classes, selected in partnership with our parents, such as art, nutrition, gardening, music, dance, and more. 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.

Rocketship schools are community schools. Across all our schools, families are deeply engaged in their student's academic life and our school community. We believe that parents are their child's first teacher and we treat them as true partners in the education of their children. Our founding parents name our schools and select the Charter School's unique fifth core value. Then, every fall, our teachers visit the home of every student we serve to learn more about their family, life, and experiences outside of school. By changing the dynamic from parent in a teacher's classroom, to teacher in a parent's house we are able to develop much deeper ties with our parents that carries through the school year and beyond. Additionally, Rocketship Rising Stars Academy is a proud participant in the statewide California Community Schools Partnership Program ("CCSPP"), having been awarded a multi-year grant which supports the amazing work of our Care Corps Coordinators (providing services and referrals for at risk families), our Wellness Counselors (providing mental health supports and social-emotional interventions for our rocketeers with Tier 3 social and behavioral needs), and our Los Dichos Coordinators (providing training for families to engage in our family reading program).

We staff every Rocketship campus with a principal, assistant principals, a business operations manager ("BOM"), and an office manager. Together, they lead a team of teachers, tutors, enrichment coordinators, and support staff who collectively deliver gap-closing, personalized instruction to students from TK to grade 5. Principals and assistant principals provide instructional leadership and professional development ("**PD**") by regularly observing classrooms, providing continuous feedback, co-planning units of study and lesson plans, and leading data analysis cycles. Office managers lead our family engagement and student information systems. And our business operations manager helps ensure the Charter School has a consistent culture across all spaces, manages school logistics and compliance, keeps our students safe, and ultimately enables instructional staff to focus on teaching and learning.

We believe that all children have potential and that great public schools unleash that potential. But the quality of public education in our country today still depends on where you live and how much money your parents earn. We are building a movement to create educational equity in disadvantaged communities across our country. As demonstrated in the Stanford CREDO study of over 3 million public school students, Rocketship Public Schools was highlighted as a "gap busting" public charter school network that is

providing empirical proof that high-quality public education is possible anywhere. The full Stanford CREDO National Charter School Study is attached as Appendix 2. In short, we still have a long way to go to realize our vision of equal access to opportunity for all, but the progress we are making for the students and families we serve is transformational.

SCHOOL POPULATION – WHO THE SCHOOL IS ATTEMPTING TO SERVE

As described above, Rocketship's program is designed to serve students who are or may be at risk of achieving below grade level. The average Rocketship student is between one and two years behind grade level upon entry. RRS will continue outreach efforts to students from predominantly socio-economically disadvantaged neighborhoods where access to high-quality, high-performing schools is limited. As Table 16 below shows, the vast majority of RRS students that we serve are **SED**. The majority of our students at RRS are also either Asian or Hispanic/Latino. We also serve a significant percentage of **ELs** and students in special education.

Table 16 below shows the demographic breakdowns at RRS at the time of submission of this petition for charter renewal.

Table 16 - Demographic Percentages at RRS

School Year	SED	EL	Hispanic	Black	Asian	White	Special Education
2020-21	74.7	54.5	64.0	1.5	29.2	0.8	7.8
2021-22	72.4	60.0	62.3	2.1	32.6	0.2	7.9
2022-23	73.7	52.3	62.9	1.9	31.0	0.8	7.8
2023-24	72.5	48.4	64.7	2.9	28.0	1.0	8.5
2024-25	65.7	40.3	63.1	2.7	29.6	1.1	8.5
2025-26	62.2	32.9	64.3	3.1	27.2	1.3	9.8

ENROLLMENT

RRS enrolls approximately 620 students. Table 17 below shows the enrollment numbers at RRS over the past 6 school years.

We expect this to remain steady over the next five years, as further shown in our Budget Narrative, attached as Appendix 3 and incorporated into this petition. To absorb expected attrition, the Charter School will continuously enroll vacated spaces to maintain its enrollment numbers. Attrition is primarily driven by families leaving the area and is similar to other Rocketship and high-performing charter schools in the area. Currently, Rocketship uses PowerSchool for student attendance accounting and reporting.

Table 17 - Enrollment Numbers at RRS

School Year	TK	K	1	2	3	4	Total
2020-21	33	116	122	122	117	106	616
2021-22	44	114	113	111	114	112	608
2022-23	47	112	112	118	99	105	593
2023-24	49	119	112	114	118	102	614
2024-25	66	104	119	111	111	110	621
2025-26	65	113	111	113	112	107	621

RRS currently serves students in grades TK-4.

OUR EDUCATIONAL PHILOSOPHY

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

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

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

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

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

HOW LEARNING BEST OCCURS

Our instructional model is based on our beliefs that learning best occurs in the following ways:

- Through a thoroughly-planned, standards-aligned academic curriculum that centers on higher-order critical thinking and complex problem solving and that authentically integrates a variety of content throughout the school day.
- Through instruction in critical life skills that include teaching core values, strong behavioral skills, and habits of excellence.
- Through personalized instruction that includes targeted interventions and blended classroom-based and adaptive online learning.
- Through differentiation and integrated and focused supports for special student populations.
- Through data-driven instruction, planning, and analysis.
- Through careful selection of educators, and consistent and rigorous intellectual professional development and growth opportunities to keep teachers and staff members invested and effective.

The sections below in Element A further describe how we execute each of our beliefs.

CURRICULUM AND INSTRUCTION

STANDARDS-ALIGNED CURRICULUM

The Rocketship curriculum follows California's adoption of the State Standards.[7]

We understand and appreciate the rigor of the State Standards. Additionally, the CCSS-aligned Smarter Balanced assessment system tests a wide range of complex cognitive skills that require students to both engage in and articulate higher-order thinking across content areas. Our classroom instructional practices similarly teach students to not only build skills, but then to apply their understandings in a diverse variety of tasks and settings. These practices also help further the academic skills that, as described above, we believe all educated persons in the 21st century must possess.

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

The Program Team works year-round to dissect, analyze, and further investigate the standards for all content areas that we teach. The Program Team, along with the Analytics Team and California Regional Team, also design and analyze standards-based assessments throughout the year to help further differentiate instructional materials and supports, and track student progress. Through it all, we constantly share our learnings with teachers and leaders to develop processes for receiving feedback from the "ground level." We make adjustments as necessary to ensure that our teachers continue to feel motivated, supported, and prepared and our students continue to make significant growth.

The below sections provide further details on our curriculum and instruction.[8]

ELA/LITERACY

CCSS-ALIGNED INSTRUCTION

Each of the elements of our reading and writing instruction are focused on the CCSS for **ELA** and Literacy. For each of the strands called for in the CCSS (reading, writing, speaking and listening, and language, each further described below), our instruction includes the College and Career Readiness anchor standards and their accompanying grade-specific standards to ensure that our students are on track to meet end-of-year expectations.

[7] Pursuant to Education Code Section 47605(d).

[8] These sections describe our instruction as it is currently being implemented in accordance with the CCSS. We constantly monitor any changes in the state standards and assessment systems and may at times adjust elements of our instruction, curriculum, and/or teaching materials to ensure that teachers and students are best equipped for mastery. In accordance with Education Code 47607, we will notify our Authorizer at any time should any adjustment become of the magnitude that may constitute a material revision to our charter.

Reading Strand. In accordance with the CCSS for ELA/Literacy, our reading instruction for both literature and informational text focuses on the anchor and grade-specific standards in the following areas: (1) key ideas and details (i.e. determining central ideas and themes, making logical inferences from text, analyzing how ideas and characters develop); (2) craft and structure (i.e. analyzing meaning, structure, and point of view of a text); (3) integration of knowledge and ideas (i.e. evaluating content, comparing information from multiple sources); and (4) range of reading and level of text complexity (i.e. reading and comprehending complex literary and informational texts). We also teach the reading standards for foundational skills, which include print concepts, phonological awareness, phonics and word recognition, and fluency. Our instructional strategies for teaching reading are further described in the following section.

Writing Strand. Our writing instruction focuses on the anchor and grade-specific standards in the areas of (1) text types and purposes (i.e. learning to write narratives, informative/explanatory texts, arguments, and a variety of other subgenres); (2) production and distribution of writing (i.e. producing and sharing clear, coherent and organized writing through a well-planned writing process); (3) research to build and present knowledge (i.e. assessing the credibility of sources, analyzing research, and integrating findings to support writing); and (4) range of writing (i.e. writing over short and long time frames for a variety of purposes and audiences).

Speaking and Listening Strand. Our speaking and listening instruction, which we integrate not only into our ELA/Literacy lessons but also throughout the entire school day, focuses on the anchor and grade-specific standards in the areas of (1) comprehension and collaboration (i.e. preparing for and participating in a wide range of conversations with diverse partners, integrating and evaluating integration presented in a variety of formats, and evaluating other speakers' reasoning and rhetoric); and (2) presentation of knowledge and ideas (i.e. presenting findings with supporting evidence, making strategic use of media and data displays to express ideas, adapting speech to a variety of tasks).

Language Strand. Our language instruction focuses on the anchor and grade-specific standards in the areas of (1) conventions of standard English (i.e. grammar, usage, capitalization, punctuation); (2) knowledge of language (i.e. understanding how language functions in different contexts); and (3) vocabulary acquisition and usage (i.e. using context clues to determine the meaning of unknown words, understanding figurative language and word relationships, acquiring and using a range of academic language).

Additionally, in alignment with the CCSS, we are committed to: (1) regular practice with complex texts and their academic language; (2) reading, writing, and speaking grounded in evidence from texts, both literary and informational (i.e. asking students to answer not solely from their prior knowledge but rather from a close, careful reading of the text); and (3) building knowledge through content-rich information (i.e. students are immersed in information about the world around them, especially through content-rich nonfiction). Overall, through both our whole group and small group instruction, students receive consistent exposure to both narrative and nonfiction text, with opportunities to synthesize their thinking verbally and in writing.

COMPONENTS OF OUR LITERACY INSTRUCTION

Our reading and writing instruction includes four different components to teach the standards and strands described above: (1) explicit teaching of the building blocks of literacy; (2) explicit teaching of reading comprehension skills; (3) application of the building blocks and reading comprehension skills; and (4) explicit teaching of writing skills and process.

(1) Explicit teaching of the building blocks of literacy. Our instructors teach phonics (sound-spelling relationships), phonemic awareness (distinguishing individual sounds within words), and language arts (word and structural analysis); and fluency.

- Phonics: Students will learn to relate sounds to spellings to decode words. Our instruction will include concepts like long and short vowel sounds, consonant and vowel combinations, consonant clusters, diphthongs, digraphs, and variant vowels.
- Phonemic awareness: Students will learn how to distinguish individual sounds (phonemes) within words. Our instruction will include activities like categorization (recognizing the "odd" sound in a word), isolation (identifying a single sound in a word), rhyming, segmenting (separating spoken words into individual sounds), and oral blending (combining individual sounds in a word).
- Language Arts: Our instruction will zoom in on the concept of word and structural analysis, engaging in in-depth study of topics like morphemes (i.e. prefixes, suffices, root words), compound words, homophones, and syllabication.
- Fluency: Our instruction will focus on helping students acquire automaticity (rapid and automatic word recognition) and prosody (reading with phrasing and recognition of punctuation). Our teachers will build students' fluency through modeling good oral reading, teaching students phrasing, and offering many opportunities for students to practice with guidance and support (i.e. repeated reading). Additionally, teachers will expose students to high-frequency words and sight words to allow students to focus less energy on decoding and more on comprehension during their reading lessons.

(2) Explicit teaching of reading comprehension skills. Reading comprehension instruction occurs at all grade levels. Teachers will identify a CCSS-aligned standard and objective for the lesson. Teachers will model the skill as well as the metacognition (thinking about the comprehension that students will be asked to do in their own reading). Teachers will read with the students, making pre-designated stops to highlight the skill and ask students to also interact with the text themselves, either in small groups or individually, and practice the skill.

Reading comprehension instruction may also take the form of a read aloud, which is emphasized more heavily in the younger grades, where teachers will use an anchor text to model a particular reading skill/strategy. The teacher will define the skill, explain why good readers use the skill, and model how to apply the skill. The teacher may also provide either a preview of the text or a summary from the previous day's reading, including review of specific vocabulary words. The teacher will then read the text, modeling fluency, and take pre-planned pauses to do a "think aloud" to describe the comprehension strategies she is using, any comprehension problems that she is encountering as well as ways to address them, and continue to build enthusiasm and engagement about the text. Teachers will also assess comprehension of the text by posing literal, inferential, and critical thinking discussion questions.

(3) The application of literacy and reading comprehension skills. This element of our reading instruction occurs primarily through small group reading instruction which is the cornerstone of the literacy and comprehension skills that we teach. Our guided reading primarily occurs in small, homogeneous groups, and instruction is focused on what each individual student needs at the moment to advance in reading ability.

We use assessments as the starting point for our small group reading instruction. Our assessments, particularly Amira and the Dynamic Indicators of Basic Early Literacy Skills ("**DIBELS**") assessment system, our reading screeners, are designed to provide teachers with critical and targeted information on how students process information and read texts. Teachers will use this data to gauge students' approximate reading proficiency, assess reading growth over time, and plan small group reading instruction. Teachers' plans will include selecting a text that will give multiple opportunities for students to practice a skill or strategy, designing a pre-reading activity to focus students, observing and coaching students during reading, and leading a comprehension conversation to practice and assess students' comprehension.

Our students may also practice reading comprehension through independent reading. Our teachers are trained to organize leveled libraries, which will include multiple text formats and reading levels, various

genres, a range of content areas, and appeal to students' interests. Our teachers will also set independent reading expectations with their students and develop ways to hold them intellectually accountable.

(4) The explicit teaching and application of writing skills and the writing process. Reading and writing reinforce and support each other. When reading, students are exposed to vocabulary, grammar, and syntax. When writing, students build transcription skills by improving the fluency and efficiency of their handwriting and applying their spelling knowledge. They also strengthen composition skills by using vocabulary, grammar, and syntax to express ideas clearly. In addition to specific writing lessons, there are numerous writing opportunities for students throughout the day.

Humanities teachers explicitly teach handwriting, spelling, and grammar, guiding students through various writing tasks to strengthen grammar, usage, and mechanics, applying language skills in context.

In addition, the process of writing is taught throughout TK–5. Instruction begins with a three-step writing process: plan, draft, and edit. The process is reinforced as each new writing genre is addressed. Students get practice in multiple writing genres: informative, narrative, poetry, and opinion writing. Each genre is taught through a gradual reduction in scaffolding over a set of lessons that includes teacher modeling, group practice, independent practice, and independent application.

By Grade 3, students have worked their way up to a five-step writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the writing process expands to seven components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing).

As further described below in our Special Populations section, we also incorporate the English Language Development Standards into our Humanities block through both integrated and designated English Language Development instruction.

INSTRUCTIONAL PLANNING AND PREPARATION

As described above, our teachers, principals, and assistant principals are provided with a plethora of resources to effectively and efficiently plan and prepare their ELA/Literacy instruction. These include:

- Ongoing unit assessments to be administered every three to four weeks, depending on the grade level and unit
- Scope and sequence curriculum maps, which lay out the standards-aligned objectives for each unit throughout the school year
- Unit plans
- Sample daily lesson plans
- Fiction and nonfiction texts that correlate with the lesson plans, objectives, and units

For samples of Rocketship's preparation materials, including scope and sequence maps, please see Appendix 4.

MATHEMATICS

CCSS-ALIGNED INSTRUCTION

Our mathematics instruction is centered on the CA CCSS for Mathematics ("**CA CCSSM**"). Lessons incorporate the CA CCSSM's eight Mathematical Practice Standards, which are designed to develop

students' broader mathematical understanding across all grade levels, as well as the CA CCSSM's Content Standards, which are a progression of grade-level specific mathematical topics.

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

- Make sense of problems and persevere in solving them: Proficient students will be able to explain to themselves the meaning of a problem, plan a solution pathway, consider analogous problems, monitor and evaluate progress toward a solution, and check their answers using a different method.
- Reason abstractly and quantitatively: Proficient students will be able to make sense of quantities and their relationships, create a coherent representation of the problem at hand, consider the units involved, and know how to use different properties of operations and objects.
- Construct viable arguments and critique the reasoning of others: Proficient students will make conjectures and build ways to explore them, recognize and use counterexamples, make plausible arguments about data, distinguish logical vs. flawed reasoning, justify and communicate their conclusions
- Model with mathematics: Proficient students will apply the mathematics they know to solve problems arising in everyday life (even if this is as simple as writing an addition or subtraction equation to describe a situation). Proficient students will also be able to identify important quantities in practical situations and map relationships using tools such as diagrams, two-way tables, graphs, flowcharts, and formulas.
- Use appropriate tools strategically: Proficient students will be able to consider the available grade-appropriate tools when solving a problem, make mathematical models, and identify external mathematical resources.
- Attend to precision: Proficient students will use clear definitions, articulate the meaning of chosen symbols, carefully specify appropriate units of measure, calculate accurately and efficiently, and provide explanations of their reasoning.
- Look for and make use of structure: Proficient students will discern patterns, deconstruct equations, and shift perspectives.
- Look for and express regularity in repeated reasoning: Proficient students will look for repeated calculations and shortcuts, notice regularity, and maintain oversight of calculations they are working to solve.

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

- Kindergarten: (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space.
- Grade 1: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.
- Grade 2: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using units of measure; and (4) describing and analyzing shapes

- Grade 3: (1) developing an understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions; (3) developing understanding of the structure of rectangular arrays and area; and (4) describing and analyzing two-dimensional shapes.
- Grade 4: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.
- Grade 5: (1) developing fluency with addition and subtraction of fractions, and developing understanding of multiplication of fractions and division of fractions; (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

COMPONENTS OF OUR MATHEMATICS INSTRUCTION

To best meet the demands of the CCSS, our math instruction will include all of the following elements at all grade levels:

- Instruction and learning activities focused on math concepts and application of understandings
- Explicit instruction on math vocabulary and language
- Spiral review on concepts already covered, with a specific focus on application of understandings across a diverse range of concepts
- Protected intervention and corrective instruction time during the STEM block
- Well-designed routines closely matched to grade-level content and the development of number sense and math strategies (calendar math, oral fluency, e.g.)

In order to accomplish all of these each day, it is imperative that our STEM blocks are designed to make the most of every minute, and ensure that the teacher is able to be as impactful as possible with their time and attention.

Core Grade-Level Instruction. To address the mathematical standards at each grade level, we teach a daily lesson as part of the math instructional block. While the breakdown of each component varies slightly by grade level and lesson, a typical lesson consists of the following components:

- Fluency: Activities are strategically designed to both provide necessary practice on critical fluencies for the grade level and to prime students for the day's objective.
- Daily Story Problem: This component focuses on developing students' ability to comprehend story problems through the read-draw-write framework.
- Concept Development & Problem Set: The new objective for the day is introduced, building towards independent practice.
- Student Debrief: Students engage in discussion of the day's objective to solidify their understanding.

The math lesson begins with fluency activities. These activities are meant to provide necessary practice with fluency skills, including counting, fact fluency, and automaticity with current-module skills. Teachers strategically select activities that align to their students' areas of need while incorporating a variety of different activities over the course of a week or topic.

A typical math lesson then includes a story problem before transitioning to the concept development portion of the lesson. The story problem serves a number of different purposes in the lesson.

- It provides consistent exposure to and practice with understanding word problems and gives an opportunity to teach and practice the Read-Draw-Write comprehension strategy.
- It serves as either a review of previously taught content or as an entry point to the day's lesson.
- It is important to note that to achieve the purpose of the story problem, it does not need to be fully completed and debriefed every day. For example, if students need additional support in drawing a model to support their comprehension of a story problem, the teacher could choose to focus just on that aspect of the problem-solving process and continue supporting the student in subsequent lessons.

Concept development is the component of the math lesson where new content is taught. Rather than following a more traditional I do - we do - you do structure, concept development is meant to be a shared experience where students are actively engaged in the understanding of a new concept through discourse and guided problem-solving.

While concept development is meant to be a teacher-led, guided experience, the problem set provides an opportunity for students to engage in practice independent of the teacher. This does not mean that students cannot receive help on the problem set – group work can be utilized during this time, and the teacher should be coaching individual students and addressing whole-class misconceptions as needed. However, providing students with the opportunity to engage in productive struggle during this portion of the block is critical to their learning process.

The student debrief follows the independent problem set and provides an opportunity for students to discuss and synthesize their learning before concluding the day's lesson. A strong student debrief should focus on a common misconception from the lesson (guided by the debrief questions provided in the lesson plan), allow opportunities for all students to engage with each other in discourse, and end with a transferable stamp of the key takeaway. The student debrief is followed by the exit ticket.

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

- Math meeting: Math Meeting is a daily routine in the TK & K classroom, where students practice routinized skills (e.g. counting), explore the calendar for math patterns, and spiral review previously taught content. At the beginning of the year, math meeting is a group exercise, while students become more independent as they become more familiar with the routine. Kindergarten students start the year with math meeting, and transition to math board by the end of the year in preparation for Grade 1.

- Math board: Math Board is a review worksheet with 4-6 problems aligned to previous objectives and skills. Students spend the first half of their spiral review time completing these math board problems independently.. Teachers then use the remaining spiral review time to review 1-2 targeted problems as a class, focusing on key misconceptions from their formative assessment data or important background knowledge required for upcoming content. For maximum effectiveness, math board can be differentiated to reach students at different levels.

Intervention and Corrective Instruction. While strong tier 1 instruction on grade-level content is foundational to a student's success in a Rocketship math classroom, we know that some students will need additional instructional support to show mastery. This support needs to address both unfinished foundational learning and misconceptions about current grade-level content. As a result, our vision for remediation is two-pronged and seeks to balance proactive intervention (addressing foundational learning) and responsive reteaching (addressing current grade-level content).

Responsive instruction, just like any portion of the math block, is at its best when it is data-informed. Effective responsive instruction relies on a variety of assessment data:

- Exit tickets, topic quizzes, and module assessments to provide data on mastery of grade-level content
- Diagnostic assessments and universal screeners to place students along a continuum of foundational knowledge that allow access to grade-level content.

Our approach to addressing unfinished foundational learning relies heavily on the approach laid out in Accelerate, Don't Remediate, a TNTP report from 2021 (Appendix 5). We believe that by addressing unfinished learning right as it becomes necessary to access grade-level content, we can both close gaps and help students find success with the rigorous work expected of them at their grade level.

We deliver targeted supplemental instruction that aligns with core mathematical curricula, providing essential support to students whose instructional needs are not met through the core lessons alone. Our supplemental instruction aligns with the concrete-pictorial-abstract ("**CPA**") continuum we use during core lessons and focus on building conceptual understanding.

Even the most skilled teachers will not reach 100% mastery with every objective they teach. Responsive reteaching seeks to address precise misconceptions so that students can increase their proficiency with concepts in their journey towards grade-level mastery. Effective responsive reteaching is data-informed and follows analysis of an assessment, such as a topic quiz or module assessment, to both identify students who require additional support and specific misconceptions that need to be addressed. It is most often taught in a small-group setting but can be taught whole-group as indicated by data.

Responsive reteaching is not simply reteaching a lesson in the same way it was initially presented – to effectively reteach or remediate a misconception, content must be taught in a different way. The most common lesson model for responsive reteaching is a teacher model followed by a gradual release towards independent practice. All responsive reteach lessons should end with some sort of formative assessment to help teachers determine if student mastery increased as a result of their instruction.

INSTRUCTIONAL PLANNING AND PREPARATION

The need for solid planning and intellectual preparation is especially important to ensure that teachers leverage the interconnectedness of the CCSSM Practice and Content Standards. As described in Section A above, our teachers and principals and assistant principals are provided with many resources to help them effectively plan and execute their mathematics instruction. These include:

- Scope and Sequence Map: This is a curriculum map that identifies the key practice and content standards, skills, and concepts to be taught throughout the year as well as the assessments to be used to track and evaluate progress.
- Intellectual Preparation Resources: All principals, assistant principals and teachers are provided with guidance on strong intellectual preparation, including lesson planning checklists, exemplar intellectual prep, and module launch meeting agendas.

- Curriculum-Specific Resources: All teachers have access to our core & supplemental lesson materials to support understanding of content at a lesson and module level.

For samples of our preparation materials, please see Appendix 4.

SCIENCE AND SOCIAL STUDIES INSTRUCTION

INTEGRATED CONTENT INSTRUCTION

At Rocketship, we have three main learning spaces: the Humanities classroom, the STEM classroom, and the Learning Lab. As further described above, the Humanities classroom is where we teach ELA/Literacy and social studies. The STEM classroom is where we teach mathematics and science. The Learning Lab, further described below, is where students receive targeted interventions, a variety of enrichments, and engage with hands on centers and online learning programs.

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

Because the CCSS calls for history/social studies, science, and technical subjects to be integrated into K-5 reading literacy instruction, our instructional framework is rooted in integration, with science and social studies content appearing in not only reading but also in writing, mathematics, arts, and language instruction.

Our content instruction contains four main components.

Skills and competencies. We teach science and social studies skills that can be applied to various subject matter at any time (i.e. recording observations, reading maps, using timelines). We generally try to frontload skills and competencies related to our content instruction at the beginning of the school year so that students have the opportunity to apply them in an increasingly sophisticated manner.

General content exposure. As described above, we aim to expose our students to a wide variety of science and social studies content to bolster curiosity and broaden their horizons in an authentic way. This is often done through reading nonfiction text, which (as described in Section A above) is a key emphasis of the CCSS.

Explicit vocabulary instruction. Consistent with the goals of the CA English Language Development standards to authentically expose students to academic vocabulary, we teach students vocabulary during our instructional blocks. For example, teachers will select domain-specific Tier 2 and Tier 3 words that are reviewed at the beginning of every reading comprehension lesson.

Projects and investigations. We provide students with opportunities to conduct research, do projects, and make observations while learning new content and applying learned skills. This can occur during either the Literacy or Mathematics block, as well as through hands-on projects such as Lego Robotics in the Learning Lab.

Our content instruction model requires a high degree of communication and collaboration among classroom teachers and instructional staff, for which our rotational model and professional development structure (further described below) are well suited. We strive to ensure that classrooms are aligned on the various skills and content being taught in science, social studies, and beyond. We also routinely analyze

performance data across all content areas to plan and evaluate our instruction and ensure that instruction progresses fluidly through grade levels.

SOCIAL STUDIES INSTRUCTION

Our Social Studies instruction is designed to provide students with an understanding of historical, cultural, and societal concepts that align with the National Council for Social Studies standards. The units emphasize the development of civic competence through the study of social studies strands such as history, geography, and economics.

Additionally, our Social Studies materials are designed to build upon students' knowledge progressively over time. Here is a snapshot of the key topics that are covered across the grades and how they evolve over time:

- In **Kindergarten**, students are introduced basic concepts of family and community life, setting the foundation for understanding more complex societal structures.
- In **First Grade**, students expand their idea of community by examining everyday life in different historical and cultural contexts.
- In **Second Grade**, students explore communities of early America in order to better understand the importance of civic engagement and personal responsibility.
- In **Third Grade**, students focus on significant historical changes and continuities in America by exploring Colonial times.
- In **Fourth Grade**, students broaden their understanding of history, geography, and economics by exploring topics such as the Founding Documents and Westward Expansion.
- In **Fifth Grade**, students deepen their historical knowledge by focusing on a pivotal event, Juneteenth, that highlights the complexities of freedom, citizenship, and civil rights.

Overall, our Social Studies instruction is aligned with the NCSS standards, ensuring that students develop a robust understanding of history, culture, civics, and geography. By building on their knowledge over time, students are able to better understand their community, country, and world – which is essential in preparing them to be informed and engaged citizens.

SCIENCE INSTRUCTION

NGSS-Aligned Instruction. At Rocketship, we are continuing to monitor and participate in the **CDE's** NGSS Implementation Plan, which addresses how the CDE, schools, and community stakeholders can collaboratively work to actualize the NGSS in California classrooms.

We have participated in meetings, trainings, and workshops and developed teaching and coaching tools for NGSS-aligned instruction. We use resources that are available on the CA NGSS Digital Center, research best practices, and use high-quality sample NGSS-aligned assessment resources.

Components of Rocketship Science Instruction. Science instruction is an integral component of our model both in and out of the STEM block. We build an NGSS-aligned science unit into the STEM scope and sequence, along with including weekly science instruction in students' enrichment rotation. We also administer NGSS-aligned benchmark assessments twice a year for grades 3-5.

Our science instruction is dually focused on building content knowledge and schema, as well as using strategies to support language acquisition. We provide opportunities for hands-on experiments, supported by standards-aligned lessons and materials. Our units encompass the three Disciplinary Core Ideas of the NGSS:

- Physical Sciences. Our instruction includes grade-appropriate lessons in the NGSS focus areas of motion and stability, waves and their application in technologies, and matter and its interactions.

- Life Sciences. Our instruction includes grade-appropriate lessons in the NGSS focus areas of molecules and organisms, heredity (inheritance of traits), ecosystems, and biological evolution.

- Earth Sciences. Our instruction includes grade-appropriate lessons in the NGSS focus areas of earth's systems, earth's place in the universe, and the effects of global activity on the earth.

As described above, science instruction is also integrated into our Humanities and STEM blocks to ensure that students are having an authentic and meaningful experience with the content they are learning.

Specifically, the science unit taught by STEM teachers covers grade level content in a similar structure to enrichment, however two key differences are allow instruction in the STEM science unit to go into greater depth because:

- **Increased in minutes in each block:** while science in enrichment will typically have a maximum of 45 minutes, the STEM block will have a minimum of 60 minutes.
- **Increased frequency of lessons:** since the science unit and lessons will be taught *in place of daily math lessons*, there will be new learning and exploration daily as opposed to 1-2x a week in enrichment.

ARTS AND ENRICHMENT

Our instructional program incorporates a number of enrichment opportunities for our Rocketeers.

We have a strong focus on wellness, and as such we will aim to align our Enrichment Program to incorporate physical activity.

Each Rocketship school has at least two enrichment programs. We hire enrichment instructors who have demonstrated expertise and interest in a specific enrichment content area. Currently, RRS offers enrichment courses including athletics, science, and STEAM. Students rotate through these courses throughout the school year to ensure that students can delve into the units in a robust and meaningful way and get to know the instructors better. (For Rocketship Rising Stars Academy's bell schedule, please see Appendix 6.)

Where relevant, our instructors strive to align their curriculum with the California Visual Performing Arts framework. This framework provides guiding principles, planning and implementation strategies, curriculum development, assessment resources, and professional development for instruction in dance, music, theater, and the visual arts. As with all members of our instructional staff, our enrichment instructors receive regular coaching, training, and professional development. We continually strive to ensure that all enrichment content is rigorous, standards-aligned, and data-driven.

SOCIAL-EMOTIONAL LEARNING

We believe that student success requires the development of both strong academic skills and essential social-emotional competencies. Accordingly, our instructional program intentionally integrates a comprehensive **SEL** curriculum and related initiatives designed to support students in becoming confident,

capable, self-motivated, and productive lifelong learners. In designing and evaluating our SEL programming, we are guided by the Collaborative for Academic, Social, and Emotional Learning ("**CASEL**") Framework, which identifies five core competencies: (1) self-awareness; (2) self-management; (3) social awareness; (4) relationship skills; and (5) responsible decision-making.

Our commitment to SEL is embedded in the daily school experience. Each student begins the day with a Community Meeting that intentionally blends relationship-building practices with explicit SEL instruction and prosocial skill development. At the Tier 1 level, our SEL curriculum is purposefully designed to align with the CASEL competencies, ensuring that all students have access to the social-emotional skills necessary for academic success and positive community engagement. Implementation fidelity and effectiveness are supported through ongoing monitoring of instruction, instructional coaching for educators, and targeted professional development focused on SEL practices and student needs. In addition, structured feedback mechanisms—including classroom observations, student experience surveys, and staff experience surveys—are used to inform continuous improvement of SEL implementation.

CORE VALUES

At every Rocketship campus, we teach four core values: respect, responsibility, persistence, and empathy. Additionally, each school chooses a fifth core value of its own. RRS 5th core value is "advocacy." The Charter School emphasizes student self-advocacy and initiative in academic pursuits and beyond.

Core values form the foundation of the Charter School's behavioral instruction and management systems. At the start of each school year, teachers explicitly teach core values lessons, modeling what each value looks like in action across school settings. The Charter School reinforces core values through positive behavioral interventions and supports ("**PBIS**"), including incentives connected to academic effort and behavior, which students may earn and redeem through school-based incentive and recognition systems.

LAUNCH

Each Rocketship campus begins the school day with Launch, a dedicated time for the entire school community to come together around shared priorities. Launch focuses on reinforcing schoolwide expectations and priorities, including a core value focus (such as a "core value of the month") and the development of positive student habits, such as attendance, perseverance, and exceeding expectations. Launch may also be used to introduce or reinforce elements of the school's incentive or behavior management systems.

In addition, Launch serves as a forum for promoting schoolwide academic focus and progress. Principals and assistant principals may introduce a word or idiom of the day, highlight instructional priorities, or celebrate progress toward academic goals. Launch also plays an important role in building school culture, pride, and student engagement through shared experiences, such as celebrating individual or classroom accomplishments or participating in community-building activities that involve both students and staff. Parents and family members are encouraged to participate in Launch, strengthening family engagement and reinforcing shared expectations and community values.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

PBIS is our framework for creating learning environments that are consistent, predictable, positive, and safe. We believe that students need to be taught how to behave, and struggling students must be taught replacement behaviors.

Each school has a PBIS Team comprised of a wide cross-section of staff members, including teachers, members of the school leadership team, including principals, assistant principals, business operations managers, and office managers, and operational and support staff members.

SOCIAL-EMOTIONAL CURRICULUM

Rocketship's approach to social-emotional learning is grounded in a coherent, internally developed framework that structures how SEL is taught and reinforced across the school day. This framework centers on daily Community Meetings and other schoolwide practices that promote meaningful dialogue, skill development, and reflection. Within this framework, Rocketship leverages high-quality, evidence-informed external resources to support social-emotional learning in classrooms.

Teachers implement SEL instruction through structured, daily lessons embedded within a consistent Community Meeting format. Lessons are intentionally brief, typically lasting 20–25 minutes, and incorporate relationship-building activities alongside explicit instruction. Instructional materials and lesson guidance support consistency in implementation while allowing educators to respond to the needs of their students and school community.

SEL instruction is organized into thematic units focused on core social-emotional skills and practices, such as inclusion, respect, kindness, responsibility, persistence, and mindfulness. Over the course of each week, students engage with shared learning objectives and commitments that reinforce these skills across classroom and school settings.

In addition to daily SEL instruction, the Charter School utilizes complementary tools and practices drawn from multiple external resources to support emotional awareness, self-regulation, and interpersonal skill development. These resources are integrated within the Charter School's SEL framework and Community Meeting structure, ensuring a cohesive and consistent experience for students while allowing flexibility to adapt to evolving student needs.

PERSONALIZED INSTRUCTION

"Personalized instruction" describes our overall approach to serving our Rocketeers, where we strive to give every student the right level of academic support at the right time through the right instructional method. We use a blended learning approach to further our goal of personalized instruction, in which we strategically leverage whole-group classroom instruction and activities, small-group instruction and activities, targeted customized interventions, and our suite of online learning programs. Across all content areas, teachers differentiate instruction based on a variety of assessment data. (For more information on how we use data to drive instruction, please see below.) Students may work individually or in small groups with the classroom teacher, Individualized Learning Specialist ("ILS"), or other service providers to address any unique needs, gaps, or learning styles.

LEARNING LAB

As our overall approach to providing each student with the most customized and appropriate instruction for their unique needs, personalized learning inherently occurs throughout the entire school day. To further maximize this targeted approach, we have also set aside a specific block during each school day- the Learning Lab- to support students' individual learning needs and supplement the high-quality instruction occurring in our classrooms.

The Learning Lab is designed to be an extension of the classroom that provides valuable small-group and collaborative learning and instructional opportunities. We use this space for students to engage in age

appropriate hands-on activities such as Developmental Play (TK/Kindergarten) and Lego Robotics (1st-5th grade) that target the 21st century skills of collaboration, communication, creativity, and critical thinking.. During this block, some students may also work with an interventionist, called an Individualized Learning Specialist, to refine a particular skill, concept, or strategy. Students may also engage in independent leveled reading. Enrichment may also be taught in the Learning Lab block. Finally, this space may be used for students to supplement their learning through Online Learning Programs ("**OLPs**"), further described below.

The Learning Lab is staffed by ILSs or classroom teachers and enrichment specialists, and it is closely supervised by the principal and assistant principals. The principal and assistant principals oversee the managerial aspects (i.e. hiring and developing ILSs and enrichment teachers, monitoring student behavior, selecting appropriate OLPs, designing and laying out the learning space). They also play a vital role in ensuring the substantive quality of the education that occurs in the Learning Lab. Our principal and assistant principals also serve as instructional coaches to the ILSs. They train our ILSs to use pre-selected, evidence-based intervention curricula to respond to individual student needs and engage in regular progress-monitoring of each ILS to identify areas for additional training or other supports. Along with our classroom teachers, our principal and assistant principals also work with the ILSs to collect and analyze data from in-person and online interventions to help design personalized support for our Rocketeers. ILSs also receive the same support and professional development as classroom teachers on campus.

In addition to playing a vital role in the Learning Lab, our ILSs have invaluable short and long term benefits for our students and their families. Our ILSs often come from the communities that we serve and thus bring exceedingly important perspective into the school. We strive to have a staff body comprised of diverse backgrounds and experiences, and our ILSs are an integral part of our make-up. Our ILS model is also intended as a potential pipeline for bringing high-quality certified instructors into our classrooms. We provide support to ILSs who are interested in obtaining a teaching credential by helping them navigate credentialing requirements, teacher preparation programs, and degree programs. By investing in ILS development and supporting ILS training, we are hoping to provide our schools with a steady supply of dedicated teachers who are well-prepared, diverse, and deeply connected to the communities we serve.

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

ONLINE LEARNING PROGRAMS

As mentioned above, part of our blended learning approach to personalized instruction includes the purposeful use of adaptive technology through OLPs. OLPs deliver many benefits, including:

- Personalized instruction delivered on a constant, reliable basis. While we believe that effective instructors are at the heart of effective instruction, the reality is that no single teacher can reach all learners at every minute. OLPs broaden the swath of students that we can effectively reach to give students additional opportunities to practice content they have learned in the classroom. This is especially critical to us given that the student population that we serve often arrives at Rocketship achieving significantly below grade level.
- Basic skill remediation. Students must develop the foundational knowledge in various content areas if they are going to successfully progress as learners. As with any classroom, our teachers' time is limited. Allowing some of the remedial work to occur through reliable online programs (our selection process is further described below) enables students to build the foundations they need while freeing up teachers to focus their time on higher-level instruction.

- Student accountability, motivation, and engagement. Through tracking features of our various OLPs, students can assume responsibility for their own progress toward individualized learning goals.
- Data analysis. Our OLPs are a valuable data resource. The programs consistently generate a variety of data for our teachers, principals, and assistant principals to analyze while planning and personalizing instruction.
- Real-time teaching. Many of our OLPs are designed to adjust content in real-time based on students' individual progress to keep students working on the most appropriate material and advancing along their individualized learning pathways.

Each OLP that we introduce to our suite undergoes a rigorous selection and piloting process to ensure that it meets our well-defined criteria. We generally look for programs that maximize adaptability, assignability, and analytics.

Adaptability. A program is adaptive if it automatically senses a student's gap in understanding or mastery of a skill and systematically changes the pace or lessons. Often, programs will assess student understanding through instructional lessons or intermittent mini-tests, adjusting as necessary to focus on that individual student. While our OLPs are always subject to change to reflect the latest advances in adaptive technology, our current programs that assess regularly in this fashion include Lexia English, Zearn and IXL. Through these intelligent adaptive systems, students focus on their own personalized levels, working on the skills that they need to practice most.

Assignability. Additionally, we leverage programs that allow for in-program assignability. Rather than giving online programs 100% control over the online content that students engage in, we balance both online assessment systems as well as teacher input. Several of our current programs, including Zearn, allow teachers to assign lessons and reorder objectives. All programs allow customization down to the individual student, allowing teachers to modify content below and above grade level as appropriate for each student. Through this balance of integrated adaptive assessments and teacher input based on other assessments, we can ensure that the programs truly match student needs, both inside and outside of the programs.

Analytics. The last, arguably most important, feature that we utilize in our online learning programs is the teacher analytics. These dashboards give teachers real-time data on how students are performing. They break down assessments, individual lessons and overall usage, allowing teachers to adjust both online and in-class programming. Teachers may utilize assignability features to assign specific lessons or domains of instruction or even adjust the order of objectives that classes encounter. Through these insights, teachers can ensure our programs are highly focused and continually benefiting student outcomes.

For a chart displaying the various features of our current OLPs, please see Appendix 7. As described above, students may engage with OLPs during any of the instructional blocks, including Humanities, STEM, and the Learning Lab.

CALENDAR AND INSTRUCTIONAL MINUTES

EXTENDED LEARNING TIME

RRS will have at least 175 days of instruction and for each fiscal year offer, at a minimum, the following number of minutes of instruction:

- to pupils in TK and kindergarten, 36,000 minutes.
- to pupils in grades 1-3, inclusive, 50,400 minutes.

- to pupils in grades 4, inclusive, 54,000 minutes.

We expect a significant number of our students to arrive at Rocketship below grade level, and so we aim to provide students with maximal instructional time to make the progress that they need to catch up. We also operate on an extended school day. School runs from approximately 7:45 a.m. to 3:15 p.m. (varies slightly depending on grade level).

The number of instructional minutes that we offer for all grades will meet or exceed the state requirements (described above and found in Education Code Section 47612.5(a)(1)).[9] Table 18 below delineates subject areas and approximate time per grade level, but we reserve the right to adjust students' instructional minutes in each subject and learning space based on students' personalized learning needs.

Table 18 - Rocketship Daily Minutes

	Humanities	**STEM**	**Launch/ Social - Emotional Learning**	**Total Daily Instructional Minutes**	***Lunch/ Recess***	***Learning Lab***	***Enrichment***	***Total Daily Minutes***
TK	130	65	55	250	60	45	*20*	375
K	160	80	55	295	60	50	30	435
1	170	85	45	300	60	55	30	445
2	175	85	45	305	60	60	30	455
3	180	90	45	315	60	60	30	465
4	180	90	45	315	60	60	30	465

**Humanities includes 20 minutes of DELD instruction in grades K-5*

ROTATIONAL MODEL

Our unique rotational model allows students to receive instruction in core academic subjects from specialized teachers. Students will be divided into cohorts in which they rotate to various classes throughout the day. For example, a kindergarten cohort may begin their day in the Humanities block and receive instruction from a credentialed teacher who focuses on Humanities instruction. Students may also receive social studies content instruction during this time, as further described above. At the same time, a second cohort of kindergarteners will be receiving instruction from a second credentialed teacher in a separate Humanities classroom, also for 170 minutes. The third cohort of students will be in their STEM block with a third credentialed teacher who focuses on mathematics and science instruction. This cohort will spend 80 minutes in this class. The final cohort will be in the Learning Lab, overseen by a Principal or Assistant Principal and run by an ILS, Humanities, or STEM teacher. After 85 minutes, the third and fourth cohorts switch classroom spaces. This completes the students' first half of the day.

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

The entire grade level will then rotate. The first and second cohorts will move to either the STEM block or the Learning Lab, and swap after 80 minutes. The third and fourth cohorts will move to the two Humanities classrooms and receive 170 minutes of Humanities instruction. [10]

All of our teachers hold a multiple subject credential or permit (or other document required by the CTC for their certificated assignment) and will teach multiple subjects. However, as described above, each teacher "specializes" in particular instructional areas. Specialization allows our teachers to hone their skills and develop a profound expertise in a focused instructional area, which we believe is especially important in light of the shift to the increasingly rigorous State Standards. Furthermore, specialization encourages - indeed, necessitates - collaboration across grade levels. Not only does such collaboration require our teachers to be constantly thinking about the inherent multidimensional nature of the content that they teach, but it also ensures that each student will have multiple educators' eyes monitoring and investing in their progress.

DATA-DRIVEN INSTRUCTION

Our instructional program is profoundly data-driven. We provide constant opportunities for comprehensive and systematic assessment, analysis, goal-setting, progress monitoring, and data tracking.

ASSESSMENT

We use an assortment of assessments to measure students' achievement levels. These include the NWEA MAP assessment, which allows us to measure our students' proficiency against national norms for CCSS performance, and either Amira or the DIBELS assessment developed by the University of Oregon, which provides teachers with a granular breakdown of students' reading ability in terms of "fundamental skills" and general comprehension skills. We also administer assessments under the CAASPP as well as the state-mandated English language assessments.

We also conduct additional bi-monthly standards-aligned assessments of each student in reading, writing, and math. These assessments drive decisions about whether students need additional classroom support or tutoring. They also allow us to progress-monitor our students throughout the year in a way that annual assessments do not.

ANALYSIS

Assessment data provides many opportunities to analyze and reflect on both student and teacher progress and gaps. We are deeply committed to data analysis throughout the school year.

Following administration of our major interim assessments, Rocketship holds Data Days. These are full days of professional development for teachers, assistant principals, and the principal to take a deep dive into the analysis of the data.

A key component of these data days is the identification of overall positive trends as well as any challenges and/or achievement gaps among students. This exercise then leads the teacher to begin to identify specific "focus" students within the groups where we are not yet seeing the growth we know is possible. After identifying three to five students, the teacher begins to dig deeper and identify specific instructional areas that have been challenging for these students. The teacher then sets academic goals for these students to be accomplished within the next four weeks and eight weeks. The teacher then begins to develop an

[10] This breakdown is meant as an illustration. Depending on our enrollment, staffing, and bell schedule, the numbers may be slightly different at the Charter School.

instructional plan for these specific students, which is intended to ensure that the student will realize the goals that have been set for them in the next four to eight weeks. The plan is not meant to be limited to these specific students. We expect teachers to use it to guide instruction for all students facing similar challenges. Thus, by focusing in-depth on focus students, the modified instruction should be able to positively impact the student achievement of all students within this group. Sample materials from a Data Day are attached as Appendix 8.

GOAL SETTING AND PROGRESS

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

Conferences. Students review and discuss individual progress after each interim assessment period. Teachers prepare and review data summaries with students to identify places in which performance is on track to achieve established goals and areas in which improvements are needed. Teachers also communicate with parents (via parent/teacher conference, phone calls home, e-mails, notes in backpacks, home visits, and other mechanisms as needed) about student goals. Additionally, teachers facilitate in-person family conferences three times a year to discuss student progress and share resources that families can use at home with their students.

Classroom Tracking. Each classroom or grade-level publicly tracks a number of class-based and individual goals, including progress toward ELA/Literacy and mathematics benchmarks, as well as other measures such as sight word recognition, and letter/sound mastery. Each teacher defines his/her specific data-tracker approach, but all Rocketship classrooms display individual student goals and progress to student goals. For example, some classrooms use frogs that jump from lily-pad to lily-pad; others use "rocketships" to align with school mascots. (See Appendix 9 for photos of classroom goal trackers.)

Online Learning Programs. Each student has individualized Online Learning Program goals for the week, which focus on individual progress during computer-based learning time. Students track progress on an internally created data platform called JetPacked. In addition to helping students build a habit of showing quality work, goal tracking helps teachers and the Individualized Learning Specialists hold students accountable for their independent work. JetPacked helps to build communication between classroom teachers, ILSs, students and parents. Parents receive biweekly updates on Mondays and Thursdays with their child's goals for the week and progress towards those goals. (See Appendix 10 for a parent guide with instructions for OLP notification signup in English, Spanish, and Vietnamese; See also Appendix 11 for a sample parent update message.)

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

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

diversity of a college campus. As a result, all students believe and expect that they will go to college. See Appendix 12 picture of college banners in a Rocketship hallway.

Report Cards. Students' progress is shared with parents through State Standards-aligned report cards that are shared with parents online as well as printed out for parent conferences which occur at least three times annually. (See Appendix 13 for a sample report card.)

DATA TRACKING TOOLS

We use various tools to track and manage data, several of which are described below.[11]

EdCite. The EdCite platform provides educators with easy access to assessment items, and supports the scoring and data capture of assessments. Through EdCite, educators can administer standards-aligned assessment questions to measure the progress of their students and modify their approach as needed.

Data Warehouse/Dashboards. Rocketship's data warehouse is used to collect and organize student achievement, enrollment, and attendance data. The data warehouse incorporates data from a broad set of data systems across the organization and various external platforms which the Rocketship Analytics team uses to build reports, visualizations, and dashboards for educators and principals, assistant principals, business operations managers, and office managers. Most reports are built in Tableau, a visual analytics platform, to allow educators to access and understand the needs of their students in real time. Through the use of data dashboards, a teacher can quickly gain an understanding of which students have mastered a particular standard and the tool provides educators with both high-level and detailed comparisons of student achievement. Comparisons can be made by school, by grade, and by standard.

Approximately every four to six weeks, our teachers reassess to show student progress, as further described above. To facilitate the identification of students in need of more focused support, teachers can use the data dashboards to create data displays for each class that show which students fall into each achievement category.

DIBELS and Amira. DIBELS and Amira are both web-based platforms designed to support schools in engaging in data-based decision making within a Multi-Tiered System of Supports (**"MTSS"**) framework. Once students have mastered basic decoding skills, Rocketship utilizes either curriculum-based measurements ("**CBM**") in Dibels or Amira Reading Mastery ("ARM") scores to indicate which students are candidates for Tier 2 and Tier 3 reading interventions. Once identified students are placed in intervention, Rocketship utilizes Amira or DIBELS as our ongoing progress monitoring system, administering regular assessments to all students participating in Tier 2 reading interventions. Students participating in Tier 3 interventions receive additional progress monitoring. The data yielded by these progress monitoring assessments is then utilized to make instructional decisions for each student in intervention (for example, students who have met their annual progress monitoring goal may exit back to Tier 1, and students who are not making sufficient progress may receive a more intensive and individualized level of intervention).

TRANSITIONAL KINDERGARTEN

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

All transitional kindergarten classrooms will adhere to the requirements set forth in Education Code Section 48000(g), including adherence to classroom size, adult to student ratios, and teacher qualification requirements.

SPECIAL POPULATIONS

AT-PROMISE STUDENTS

The Charter School uses the term "at-promise students" to describe students who may experience barriers to academic success as a result of systemic, economic, linguistic, or educational factors. This strengths-based language reflects the belief that all students possess significant potential and that, with access to appropriate supports, high-quality instruction, and inclusive school practices, they can thrive academically and socially. The term encompasses students who may require additional or differentiated support, including but not limited to English learners, students with disabilities, students experiencing homelessness or foster care, and students who are academically at risk.

MULTI-TIERED SYSTEMS OF SUPPORT: OVERVIEW AND PURPOSE

MTSS is a data-based instruction and intervention model designed to efficiently identify at-promise and academically low-achieving students, match them with appropriate, evidence-based interventions, and guide teams in engaging in a clear problem-solving process to ensure that every student receives the support they need in order to achieve grade level expectations. According to the National Center for Response to Intervention, a comprehensive MTSS model contains four essential components:

1. **Universal Screening:** A systematic process used to identify students across the entire population who may be experiencing academic and/or behavioral difficulties and who are at risk for negative short-term or long-term outcomes.

2. **Multi-Level Prevention System:** A service delivery model that provides a gradated sequence of increasingly intensive, evidence-based interventions aligned to individual student needs.

3. **Ongoing Progress Monitoring:** The continuous use of research-based assessment tools to monitor student response to interventions and to evaluate the effectiveness of supports for individual students and across the system.

4. **Data-Based Decision Making:** The systematic use of progress-monitoring data to determine whether interventions should be intensified, modified, maintained, or discontinued.

To support effective MTSS implementation, the Charter School ensures that evidence-based interventions and supports are in place at each tier. Intervention implementation is monitored regularly to ensure fidelity, thereby supporting appropriate and legally defensible instructional and placement decisions. Additionally, the Charter School employs a structured problem-solving process that guides teams through identifying the problem, analyzing contributing factors, developing and implementing an action plan, and evaluating outcomes.

When implemented with fidelity, MTSS offers significant benefits for students from diverse economic, linguistic, and cultural backgrounds. This framework promotes equitable access to high-quality, standards-based instruction for all students and reduces the over-identification of students with learning difficulties—a persistent issue that disproportionately affects low-income and culturally diverse populations.

MTSS AND THE SPECIAL EDUCATION IDENTIFICATION PROCESS

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

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

MULTI-TIERED SYSTEMS OF SUPPORT AT ROCKETSHIP

Rocketship has adopted an MTSS framework to serve our at-promise students. Our model encompasses each of the essential MTSS components detailed above.

Universal Screening. Rocketship utilizes a multiple-gating process as part of its universal screening approach. Multiple gating refers to the use of data from multiple universal screening measures to ensure that students who are experiencing academic or behavioral challenges are identified accurately and in a timely manner.

For academics, initial universal screening data are used to identify students who fall below established performance benchmarks. These students receive additional targeted screening through curriculum-aligned measures to more precisely identify specific areas of academic need. Once an area of deficit is identified, additional diagnostic assessments are administered as needed to determine appropriate intervention entry points and instructional supports for each student.

For social-emotional and behavioral development, Rocketship administers an evidence-based universal screening process designed to identify both internalizing and externalizing behaviors. This process enables early identification of students who may benefit from additional social-emotional or behavioral supports.

Multiple Tiers of Support. Rocketship uses a three-tiered model to organize our instructional and social-emotional supports for all students.

- Tier 1 – Core Instruction and Universal Supports: All Rocketship students participate in and benefit from high-quality core instruction and universal supports provided at the Tier 1 level. Academic

supports include standards-aligned instruction, differentiated classroom practices, small-group instruction, and the use of technology-supported learning to meet diverse learner needs. Behavioral and social-emotional supports at Tier 1 include clearly defined, positively stated schoolwide behavior expectations, access to a schoolwide incentive system, and the implementation of social-emotional learning practices as part of a Positive Behavioral Interventions and Supports framework.

- Tier 2 – Targeted, Small-Group Supports: Despite strong Tier 1 instruction, some students require additional support to meet grade-level expectations. Tier 2 supports consist of evidence-based academic and behavioral interventions delivered in small-group settings. These interventions are targeted to specific skill deficits and may include focused academic instruction or structured behavioral and social-emotional skill development, such as targeted social skills instruction and progress-based behavioral supports.

- Tier 3 – Intensive, Individualized Supports: Students who do not demonstrate adequate progress in response to Tier 1 and Tier 2 supports may be referred for more intensive intervention at Tier 3. Supports at this level are highly targeted and individualized, addressing specific areas of academic or behavioral need through intensified instructional strategies and individualized intervention plans. Tier 3 may also include referrals for additional assessment and evaluation to determine whether a student has a disability that requires special education services and supports.

Evidence-Based Interventions. Rocketship utilizes a comprehensive set of evidence-based intervention resources to support students across all tiers of instruction and intervention. These supports are selected based on demonstrated effectiveness, alignment to student needs, and responsiveness to data.

- Academic Interventions: Academic interventions include structured, systematic instruction targeting foundational literacy skills, such as phonemic awareness, phonics, fluency, and comprehension. Interventions are delivered using research-based instructional practices and are aligned to identified student skill deficits to accelerate progress toward grade-level standards.
- Behavioral and Social-Emotional Interventions: Behavioral and social-emotional supports include targeted and individualized interventions designed to promote positive behavior, social skills development, and emotional regulation. These may include structured check-in systems, small-group or individual counseling supports, and the use of functional behavior assessments to develop and implement positive behavior intervention plans and/or behavior support plans.

Ongoing Progress Monitoring. Rocketship utilizes multiple research-based methods to conduct ongoing progress monitoring for students participating in interventions. Students receiving Tier 2 and Tier 3 academic supports engage in regular progress monitoring using curriculum-aligned measures to assess growth in targeted skill areas. Progress monitoring occurs frequently enough to allow staff to evaluate student response to intervention and make timely instructional adjustments. For students receiving behavioral or social-emotional interventions, progress is monitored consistently through structured data collection processes, including tracking the frequency, duration, and intensity of identified behaviors.

Data-Based Decision Making. Rocketship uses structured data cycles, typically occurring every four to six weeks, to support data-based decision making within the MTSS framework. During designated data review meetings, school staff analyze progress monitoring data to determine whether interventions should be continued, modified, intensified, or discontinued for individual students. Protocols and systems are in place to guide teams through this collaborative problem-solving process and ensure consistent implementation across school sites. Detailed procedures supporting this work are outlined in Rocketship's Pre-Referral Handbook (see Appendix 14).

Treatment Integrity. Principals, assistant principals and network support staff conduct regular implementation fidelity reviews of interventions to ensure that supports are delivered as designed. These reviews are non-evaluative and are intended to provide actionable feedback to staff, strengthen instructional practice, and maintain the effectiveness of evidence-based interventions.

Problem-solving. Rocketship employs structured problem-solving practices as part of its MTSS framework. The pre-referral process includes collaborative team meetings in which grade-level educators, principals, and assistant principals review student data, identify concerns, and develop targeted support plans. When needed, more formal student support meetings are convened to plan and monitor intensive interventions. Additional guidance related to these processes is provided in the Pre-Referral Handbook (see Appendix 14).

Family Communication. Family communication is a core component of Rocketship's MTSS framework. Families are informed and engaged throughout the process, beginning with written notification when a student is identified for intervention. Ongoing communication ensures that parents understand the supports being provided and are partners in their child's academic and social-emotional growth.

ACADEMICALLY HIGH-ACHIEVING STUDENTS

High-achieving students are those who score at least one grade level above on standardized tests or internal metrics for ELA/Literacy and/or Mathematics. These students benefit from the same practices that are helpful to our struggling students. Because our internal systems measure student gains every four to six weeks, we will be able to monitor our high-achievers to make sure that their gains continue and do not regress to class averages.

In addition to applying elements of our MTSS program to high-achieving students (e.g., small group reading groups, advanced math activities, use of adaptive OLPs, regular progress-monitoring, and data-based decision making), we serve this population in a variety of ways, described below.

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

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

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

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

Focused Instruction. Rocketship's standard instructional approach is for teachers to plan their lessons with at least three groups of students broken out who are striving for different sub-goals in their development towards meeting the same overall grade-level standards. One such subgroup is students who are performing

above grade level. All students, including high-performing students, will receive targeted small group reading instruction and small group skills instruction in both the Humanities and STEM blocks. High-performing students may also participate in student-led literature circles. In addition, our academic model allows for students to access material at their instructional level throughout the academic day. For example, students have access to a wide array of reading material, spanning many genres and reading levels, in our classroom libraries. Our STEM teachers also differentiate math centers, homework, and daily review exercises by difficulty level.

Daily Enrichment. The Learning Lab is an additional space where high-performing students can receive adaptive software and hands-on activities such as Lego Robotics that challenges them. We anticipate providing other activities to our high-achieving students during Learning Lab which let them examine the current grade-level concepts in more depth.

Ongoing Assessment. Data is gathered both through frequent real-time assessments performed in the subject areas and daily feedback given teachers from the online programs in the Learning Lab. Teachers will have the tools they need to track all of their students and make sure that students who began the year ahead are continuing to progress.

SPECIAL EDUCATION SERVICES

RRS will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the IDEA, Section 504, the ADA, and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights ("OCR"). Furthermore, RRS will comply with Authorizer guidelines, and all California laws pertaining to special education students.

OVERVIEW

Rocketship's commitment to ensuring equal access to opportunity for all, including students with diversity of learning, social-emotional and behavioral needs. The mission of the Integrated Special Education ("**ISE**") department within Rocketship is to ensure that students with disabilities receive a free and appropriate public education within the least restrictive environment. We partner as school and network support teams to ensure access, participation and success to the core curriculum, general education spaces and peers. For the ISE specific aims, this is accomplished through individualized educational programming for all students with disabilities. We will accomplish this through several means: high quality direct services provided to students, strategic professional development of our ISE and general education staff members, and a consultation and coaching model that empowers classroom teachers, principals, assistant principals, and families to appropriately support each student's individualized education program.

In order to fulfill this mission, Rocketship seeks to apply current research with evidence based best practices to create Individualized Education Programs that support students with disabilities. We believe that all students are best served within an inclusive model, and our service delivery model is grounded in students first, family centered, and team-based decision making. We approach educational programming for our students from a positive, strength-based perspective. Our ISE staff members serve as teachers, coaches and consultants who empower key stakeholders to support the academic and social development of our students both within the classroom and in their communities. We believe that our families are our students' greatest advocates, and we strive to support them to advocate to the fullest for their child.

RRS intends to continue to operate as a local educational agency ("**LEA**") for purposes of special education, as a LEA member of the El Dorado County Charter **SELPA** pursuant to Education Code Section 47641(a). All of Rocketship's existing California charter schools are members of the El Dorado County

Charter SELPA. A change in LEA status or SELPA membership shall not require a material revision of this charter.

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

RRS strives to achieve a student population representative of the community which we are serving. Whether a child is eligible for special education services under IDEA, or is provided a plan under Section 504, they are considered with all others for enrollment at RRS. Disability or non-disability status is not a factor for enrollment or acceptance. Admission is based solely on capacity at the Charter School.

INTEGRATED SPECIAL EDUCATION

ISE Model. At Rocketship Public Schools we serve all students. The core of our Integrated Special Education program is providing a continuum of supports and services for Rocketeers that is grounded in equitable access to rigorous instruction leading to gap-closing results.

We partner as regional leaders, school teams, and with our families to craft IEPs that are founded in meaningful inclusion and have individualized goals based on each student's academic, social emotional, and behavioral development needs. The core of our ISE Program is high-quality, rigorous, and inclusive instruction for the growth and absolute achievement of our Rocketeers. Special and general education teachers work in collaborative arrangements designed to bring appropriate instructional supports to each child in the general school environment. Support is built on culturally relevant differentiation and instruction through universal access to content-driven curriculum.

Rocketship students are placed in general education classrooms and then provided flexible instructional opportunities that include large group, small group, and one-to-one instruction for those students with more significant needs. At Rocketship, we employ a variety of curricular and pedagogical options to maximize student learning in an array of teaching arrangements in environments that can be accessed by all learners, not just those with specific disabilities. In the Rocketship model, all teachers are responsible for all learners. Ongoing support develops the capacity of all teachers to teach to a diverse range of students' learning needs. A system of general and special education teachers proactively supporting students are better able to put into place effective interventions prior to student failure. In the following sections, please find a description of the continuum of our special education services.

Differentiation within the General Education Program. At Rocketship, students with disabilities are educated in the general education environment, alongside their neurotypical peers, to the greatest extent possible and appropriate for each individual student. In this model, it is essential that the general education program is scaffolded and differentiated to meet the needs of students with disabilities. Special education and general education staff closely collaborate in order to identify and design needed scaffolds and supports. Supports in the Tier 1 program vary by student and according to need, but may include:

- Accommodations based on a Universal Design for Learning ("**UDL**") framework
- Heterogenous small group reading instruction
- Modified homework and independent classwork

- Visual supports, such as visual schedules or visual behavior supports
- Assistive technology supports
- Testing accommodations
- Co-Teaching
- Sensory supports

We believe these supports benefit all learners, and the close collaboration between general and special education professionals to serve any student who has diverse learning needs will help us meet our goal of helping every student reach 1.5 years of growth in each grade.

Specialized Academic Instruction. Specialized academic instruction ("**SAI**") is provided to students for whom it is required in order to access and benefit from the educational program. SAI services are tailored to the individual needs of the student, and may be provided within the general education setting or in a pull-out setting, in a small group or individually. All SAI services are fully described in the IEP and are provided by or under the supervision of credentialed special education staff. At Rocketship, we use a suite of research and evidence-based curricula to support the implementation of SAI services, although each child's program is individualized based on his or her identified needs. At Rocketship, Education Specialists also work with qualified paraprofessionals to provide special education services. The paraprofessional works under the direction of the Education Specialist to provide additional instructional support and services to identified students.

Related Services. Rocketship provides related services, including but not limited to speech and language services, occupational therapy services, physical therapy services, deaf and hard of hearing, vision, orientation and mobility, and adaptive physical education as needed to meet eligible students' IEP needs. The services are provided by certified or licensed professional staff. Service delivery ranges in time and intensity based on the needs of the students as identified in the IEP. All services are drafted and proposed in the IEP, agreed to, and finalized fully executed by the ISE staff with the assistance of the general education staff and administration with only qualified, trained and knowledgeable personnel all based on the needs of the student population.

Rocketship has directly hired most of its related service providers, including speech language pathologists, school psychologists, occupational therapists, and adaptive physical education providers. Other low incidence related services, including vision services and deaf/hard of hearing services are provided by contracted, certified Non-Public Agency ("**NPA**") providers. In accordance with SELPA guidelines, Rocketship develops a Master Contract and Individual Service Agreements for all services provided by NPAs.

Referral to Non-public School. In some exceptional cases, when a student may require a placement in a more restrictive setting, the IEP team will consider a referral to a non-public school ("**NPS**"). If a parent agrees to and or request placement for a student at a non-public school, private school or residential facility, Rocketship will immediately inform the SELPA.

Educationally Related Mental Health Services. As an LEA for the purposes of special education, Rocketship is responsible for the provision of Educationally Related Mental Health Services ("**ERMHS**") for any student who requires this related service in order to access and benefit from his or her educational program. Rocketship conducts Social-Emotional and Behavior assessments and develops recommendations for ERMHS provision in accordance with state regulations and SELPA guidelines. ERMHS services are provided by a combination of Rocketship Mental Health Providers and contracted NPAs, depending on the recommendations of the IEP team and needs of the individual student.

Transportation. Rocketship will provide transportation to any student if required by a written statement in the student's IEP, and only with the written consensus of the IEP team as needed, for any eligible child to and from school and all school related activities. As an IEP team during an IEP meeting, transportation will be discussed in accordance with state law regarding eligibility.

Supports for Students with Moderate to Severe Learning Needs: Rocketship's flexible and supportive approach to special education reduces the need for separate Special Day Class ("**SDC**") placements for many students, and we have historically found that the vast majority of students who enter Rocketship from an SDC placement are able to be successful in an inclusive model with the appropriate supports and collaboration between special and general educators. Because of our open lottery process, we have students with a variety of learning and behavioral needs in our schools, and have developed supports and structures to support all learners within our model. Students with moderate to severe learning needs are case managed by an education specialist with a moderate to severe education specialist credential, on a caseload with a much lower student-to-staff ratio than students with mild learning needs. Our moderate to severe teaching staff have access to professional development opportunities uniquely designed for their specific student needs. Inclusion in the general education program is still a critical component of the educational program for students with moderate to severe learning needs, but we recognize that these students often have additional, unique needs that must be addressed. Towards that end, we have adopted a suite of curricular resources specifically designed to support students with more significant needs, and our moderate-to-severe teaching staff weave support and instruction in adaptive and communication skills throughout the day for these learners.

SPECIAL EDUCATION ELIGIBILITY DETERMINATION

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

In order to proactively identify students who have already been found eligible to receive accommodations and/or services via an IEP or Section 504 plan, Rocketship includes a "Child Find Supplement," which asks families to indicate if the enrolling student has a current IEP or 504 plan, has recently been evaluated for any purpose, or if the family has additional concerns. This information is entered into our student information system, and our special education staff work with office managers and families to secure copies of IEPs, 504 plans, and/or evaluation reports in order to ensure that a student's identified supports and services are in place at the start of the school year. In accordance with California state special education regulations, an interim IEP meeting is held within the first 30 days of school for any student enrolling with a current IEP; however, services are provided as outlined in the current IEP and in accordance with SELPA guidelines immediately upon the start of the school year for all identified students.

Rocketship also implements a systematic approach to identifying and evaluating any student who the school has reason to believe may have a disability. Rocketship's pre-referral process includes the following student and staff supports:

- A Universal Screener – Administered to all students at least three times a year to get an understanding of student knowledge.
- A "student huddle" process, wherein grade level teams and the principal or assistant principal collaborate to plan classroom-level supports for students with identified academic and/or behavioral needs.

- A formal Student Study Team, which includes family members, classroom teachers, the principal or assistant principal, and other staff as necessary, to plans targeted, individualized supports for students who present with more significant academic and/or behavioral needs. (For a copy of our Pre-Referral Handbook, please see Appendix 14.)
- Tier 2 and 3 social-emotional, behavior, and academic interventions, further described above, delivered to students identified as needing them through the universal screening process
    - Diagnostic Assessment – For more specific information on a student's skill development needs.
    - Progress Monitoring – Weekly data collection aligned to the interventions provided to students in Tiers II, III, and special education. This supports the Charter School teams to review data and make data based decisions regarding instructional supports and programmatic needs.

Generally, students who do not respond to targeted pre-referral interventions after two cycles that have been delivered with fidelity may be referred for formal evaluation to determine whether they meet criteria for special education services or accommodations under a Section 504 plan. Intervention cycles can range from 6-10 weeks and may align with Data Days set by the Academic Calendar. If the student has not demonstrated adequate responsiveness to interventions during these cycles, the SST or intervention team may consider whether a referral for special education evaluation is appropriate. The IDEA governs the identification, evaluation and implementation of special education services. Interventions within the general education program shall be implemented before referral for a special education evaluation. (Education Code Section 56303). Rocketship also recognizes the requirement to proceed without delay in the initiation of an evaluation when the school has reason to suspect that a child has a disability. For that reason, even when a formal evaluation of a student is in process, academic and/or social emotional and/or behavioral interventions are planned and implemented in order to support the student while the evaluation is completed.

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

All Rocketship staff are trained in the Child Find mandate and pre-referral process prior to the start of each school year.

ASSESSMENT AND REVIEW

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

providers, etc. may be involved depending on the student's needs. Rocketship will inform parents that special education and related services are provided at no cost to them.

IDEA mandates that "No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs." Consequently, the assessment team utilizes many data sources (record reviews, interviews, observations, formal and informal testing, etc.) to make a recommendation regarding eligibility for special education services. All assessments used by Rocketship are validated for the specific purpose for which they are used, and assessors take particular caution when selecting assessments that reliably evaluate the performance of culturally and linguistically diverse students.[12] Students are also assessed in their primary language, and Rocketship employs bilingual school psychologists and speech language pathologists to accommodate this requirement. Hearing and vision data is also included as a component of all formal special education evaluations. In the case that a parent provides outside evaluation information, the IEP team also considers this information as a component of the formal evaluation.

Classroom teachers participate in the assessment process by consulting with the assessors regarding the student's academic, behavioral and social functioning. They may also provide data demonstrating the student's performance as compared to their peers. Education Specialists complete the academic portion of the evaluation, which includes formal as well as informal assessment.

If a student is found eligible to receive special education services under one or more of the 13 qualifying conditions, the team meets to create an IEP for the student. The team then meets no less than annually to review the IEP, and every three years to hold a triennial IEP meeting. The team may also meet in other circumstances, including but not limited to the following:

- After the student has received a formal assessment or reassessment;
- Within 30 days of a parent's request;
- When an Individual Transition Plan ("**ITP**") is required at the appropriate age;
- If a manifestation hearing is required.

Rocketship eligibility assessment reports are comprehensive and typically include the following:

- The student's present level of educational performance
- The relevant behavior noted during the observation of the student in an appropriate setting
- The relationship of that behavior to the student's academic and social functioning
- The educationally relevant medical findings, if any
- A determination concerning the effect of environmental, cultural, or economic disadvantage
- A statement as to if and how the student's disability affects involvement and progress in the general curriculum
- The student's historical and current functioning in the general education curriculum regardless of the setting; deficits in the student's cognitive functioning, communicative functioning, social and emotional functioning and physical functioning that might serve as a barrier to their successful involvement in the general education curriculum
- The impact of the student's attendance on their achievement.
- Testing instrument specific data
- Parent and teacher interviews

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

Assessment reports will be provided to parents in their primary language whenever requested, or deemed necessary by the IEP team.

In the case where a parent disagrees with Rocketship's assessment in a particular area, they are informed of their right to request an Independent Educational Evaluation ("**IEE**"), which is provided at no cost to the family.

Every three years, a student with an IEP is re-evaluated. The triennial assessment serves two purposes: to review progress made since the last formal evaluation, and to determine if the student continues to be eligible to receive special education services. Prior to the triennial IEP, the IEP team reviews existing evaluation data, including evaluations and information provided by the parents of the student, current classroom-based assessments and observations, and teacher and related service providers' observations. On the basis of that review and input from the student's parents, the IEP team identifies what additional information is needed to establish the present levels of performance and determine the educational needs of the student. An assessment plan reflecting proposed assessment in these identified areas is presented to the parent, and assessments are conducted within the same timeframe as initial evaluations (60 days).

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

IEP DEVELOPMENT

At the conclusion of a formal evaluation for special education services, the IEP Team—comprised of, at a minimum, the Education Specialist, general education teacher, administrator or administrative designee, assessors, related service providers, and the parent, will then meet to reach an eligibility determination in consideration of all of the data, observations, and assessment results.

Rocketship follows all applicable federal and state laws governing the IEP process and procedural safeguards. Parents, general education, special education services staff, other professionals and other service providers or professionals as appropriate will be involved throughout the IEP process. As a member of the El Dorado County Charter SELPA, all of the current Rocketship schools use the Special Education Information System ("**SEIS**") electronic IEP form for documenting this process. The IEP will include a child's present level of academic performance, annual progress goals and the way that they will be measured, dates, frequency and duration of services to be provided, and the degree of inclusion for this student in the general education classroom. Our current forms are all on SEIS.

Rocketship designs IEPs such that it can be reasonably expected that the child will receive meaningful educational benefit from the program that is developed. IEP teams focus on developing the accommodations and services that are necessary for the student to access and benefit from the general education program, and we take very seriously our mandate to educate students with disabilities in the least restrictive environment. Towards this effort, whenever appropriate to student needs, special education services are provided by specialists within the general education classroom (see Appendix 15 for a sample professional development session for principals and assistant principals outlining our approach to co-teaching). We do, however, understand that an environment can only be considered "least restrictive" when the student is receiving meaningful educational benefit from the program, and as such, a critical component of the IEP process is designing the systems that will allow the team to continually monitor student progress and adjust the plan in the case that a student is not making adequate progress. While we have adopted an inclusive approach to our special education service delivery and place a high priority on students with disabilities spending as much time as is appropriate in the general education environment, alongside their

neurotypical peers, based on student needs and IEP, we do provide pull-out specially designed services when the IEP team determines that this placement is most appropriate for the individual student.

For students identified as both English learners and students with disabilities, IEPs will address both disability-related and language development needs using culturally and linguistically inclusive practices. IEP teams will include staff knowledgeable in English language development, and interpretation/translation will be provided to ensure meaningful parent participation. The IEP will include appropriate goals, services, and accommodations that support language access and academic progress. Services will be coordinated to ensure access to grade-level curriculum, ELD instruction, and the least restrictive environment.

In the case that a student is exhibiting behaviors that significantly impede the learning of themselves or others, the IEP team develops a behavior intervention plan ("**BIP**") as a formal component of the IEP. When necessary, the IEP team will conduct a Functional Behavior Assessment ("**FBA**") to determine the function of the child's behavior, as well as environmental conditions that may be contributing to the behavior. The FBA consists of observations, interviews, record reviews, and formal testing as necessary. The results of the FBA are then used to develop the BIP, which outlines a functionally equivalent replacement behavior, specific behavior goals, services and supports (including necessary environmental changes) needed to make progress towards the goal, and a clear response plan should the behavior occur again in the future.

When a student with an IEP transfers out of Rocketship, our practice is to notify the superintendent of the student's district of residence in writing of the IEP.

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

Rocketship shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. Rocketship shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP. If transferring from another school within the same SELPA, Rocketship shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and school agree otherwise. If transferring from another school within a different SELPA, Rocketship, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time Rocketship shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

SECTION 504 PLANS

In addition to IDEA, Rocketship follows Section 504 the ADA, which prohibit discrimination based on a disability. The Charter School 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 be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the principal or assistant principal and shall include the parent/guardian and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement option, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether a recommendation for 504 services and/or supports is appropriate. If the student has already been evaluated under IDEA but found ineligible for special education instruction or related services under IDEA, those evaluations can be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("**FAPE**"). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, will be provided with a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher review the 504 Plan with a long-term substitute. A copy of the 504 Plan will be maintained

in the student's file. Each student's 504 Plan will be reviewed as needed and on a regular basis to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility. Any student with a 504 Plan has a Confidential File Folder maintained by the 504 Case Manager. This folder is a supplement to the student's cumulative folder.

CONSIDERATIONS FOR EL STUDENTS

Rocketship carefully considers the cultural and instructional needs of English Learners. Verbal and written translation of all materials, notices, documents, reports and communications is offered to parents when indicated or provided at parents request. Assessments are to be conducted in a student's primary language, or with translation as appropriate, whenever a student's English language development level may require such assessment in order to better understand a student's learning needs. Rocketship follows all applicable laws in providing general education instruction and special education services to eligible EL students, as well as ensuring parent procedural safeguards. Teachers providing core content instruction, as well as special education services, have appropriate training and certification. Training is provided to education specialists to ensure that IEP goals are written to support the unique learning needs of EL students with disabilities.

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

STAFFING

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Our ISE team is typically comprised of a program director, program specialist, school psychologist, education specialist (mild to moderate support needs and extensive support needs), paraprofessionals, speech therapists, speech and language pathologist assistants, occupational therapists, and other service providers or specialists required by a student's IEP.

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

The ISE paraprofessional is responsible for providing individual and small group instruction for students with special needs, students with typical learning needs, students with behavioral needs, and students with emotional needs in the general education environment including, but not limited to: the Learning Lab, recess, the lunch area, and in the classroom setting. This role is responsible for implementation and recording of data for personalized instructional programs and positive behavior support plans. The paraprofessional works under the supervision of education specialists, the principal or assistant principals, and a program specialist who will provide weekly oversight, training and direction.

The Education Specialist is responsible for managing the IEP caseload for Rocketship students who need ISE/SPED services as outlined in their IEPs. This role will improve students' success in the basic academics (reading, language and/or math, etc.) through implementing Rocketship-approved curriculum; documenting teaching and student progress/activities/outcomes; modeling the necessary skills to perform assignments; providing a safe and optimal learning environment; and providing feedback to students, classroom teachers, parents and administration regarding student- progress, expectations, goals, etc.

Special education staff participate both in the professional development opportunities available to all Rocketship teachers, as well as professional development uniquely tailored to the needs of special educators. PD topics include (but are not limited to):

- Universal Design for Learning
- Co-teaching models and best practices
- Assistive technology, including augmentative communication devices
- Behavior assessment, analysis, and planning
- Crisis Prevention Intervention ("**CPI**")
- Writing and implementing high quality IEPs;
- Facilitating high quality IEP meetings
- Data-based decision making

Special education staff also receive ongoing direct coaching from both an on-site administrator (principal or assistant principal), as well as an assigned program specialist who provides special-education specific consultation and support.

PARENT INVOLVEMENT

Participation and Training. Rocketship parents are encouraged to participate in the Charter School community through volunteer hours and monthly community meetings. Parents of students with IEPs are full members of the parent/school community. Parents are invited to participate in Community Advisory Committee ("**CAC**") meetings through the SELPA, either in person at the school site or via online connection, to learn more about topics related to special education needs. All meetings requiring translation are translated. These meetings provide additional training to parents in collaboration with our Charter SELPA. Lastly, we combine additional parental trainings on numerous subjects for all parents—those with IEPs and those without—with our monthly school community meetings.

Progress Updates. Education Specialists, in collaboration with General Education Teachers, begin their school year with a home visit to all students on their caseload. Education Specialists are available and in contact with parents by email, phone and home/school communication notebooks on a regular basis throughout the year.

In addition, all students' progress is updated in writing on a trimester basis and at least as frequently as report cards are provided for the Charter School's non-special education students. In addition to a progress report on the IEP goals, the Education Specialist will participate in these quarterly parent teacher conferences. This allows for total involvement of the entire IEP team throughout the year rather than just on an annual basis.

Rocketship is committed to having all documents provided in the primary language of the parents/guardians in a timely manner. All meeting notices, IEPs, assessment reports, progress updates, are translated if requested by the parents. This includes verbal and written translations.

Dispute Resolution. Our SELPA offers mediation as an Alternative Dispute Resolution method. In the event that the issue cannot be resolved through the standard IEP process, we attempt all means of mediation as a way to meaningful settlement of issues. Parents have a right to file a complaint with Rocketship or the California Department of Education.

Rocketship believes that all parents have a right to be informed of their procedural rights in their preferred language. Parents are provided procedural safeguards prior to any special education assessment process or IEP meeting. The case manager asks if the parent would like a thorough review of these safeguards prior

to every IEP meeting and, while some parents do decline, many parents appreciate the additional explanation.

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

ENGLISH LEARNERS

At Rocketship, we serve a significant number of English Learners.[13] As such, our instructional model is targeted toward ensuring that all of our students become Lifelong Language Learners who have reached full proficiency in the English language. Rocketship will follow all applicable laws and regulations in serving its ELs as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing and reporting requirements. Rocketship will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Rocketship will provide access to grade-level core curriculum for all ELs.

IDENTIFICATION AND ASSESSMENT

We will administer the Home Language Survey ("HLS") upon a student's initial enrollment into a California public school. If a student's HLS shows a response other than English to the first three questions, the student must be tested for English comprehension, speaking, reading and writing within 30 days, as required by law. Prior to administering the ELPAC Initial Assessment, the Charter School will provide notice to the parent or guardian. School personnel shall arrange for these assessments and will place the HLS in the student's cumulative file.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

State and federal laws require that schools administer a state test of English language proficiency. Pursuant to California law, we will administer the **ELPAC** once each year to ELs until they are Reclassified Fluent English Proficient ("**RFEP**"), unless a student is classified as Initial Fluent English Proficient ("**IFEP**") upon the initial ELPAC administration.[14] For more details on these classifications, please see below. ELPAC scores will be placed in the student's cumulative file.

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

[13] Legal guidelines clarify that an English learner is a student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey and who, upon initial assessment in California using an appropriate state assessment (currently the ELPAC) is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the Charter School's regular instructional programs.

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

The ELPAC consists of two separate assessments:

Initial Assessment ("IA"). The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

Summative Assessment ("SA"). ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

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

CLASSIFICATION OF INITIAL FLUENT ENGLISH PROFICIENT

A student's initial ELPAC score determines whether the student is classified as an English learner or whether the student is eligible to be classified as IFEP. The student is classified as IFEP if they meet the ELPAC initial assessment proficiency criterion set by the state.

RECLASSIFICATION AS RECLASSIFIED FLUENT ENGLISH PROFICIENT

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

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

Our reclassification policies and procedures are developed in accordance with the reclassification criteria outlined in the Education Code, including: (1) assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development; (2) teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; (3) parent opinion and consultation; and (4) comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

The process for reclassification occurs annually once the ELPAC summative scores are available. Rocketship's Analytics team will generate a spreadsheet of EL students who are eligible for reclassification. This spreadsheet will include all necessary assessment data on students who met or are close to meeting the reclassification criteria.

The principal, assistant principals, teachers, and any relevant support staff will collaborate to evaluate each student's overall growth and curriculum mastery. The goal of this meeting is to determine whether the EL student is able to participate in grade-level curriculum with the same level of proficiency as their native-language peers. Teachers will bring several relevant work samples (i.e. student project, writing sample) and student test scores as evidence of progress.

Teachers will also hold in-person conferences with parents to review students' language progress. If the school team recommends reclassification, the teacher will discuss this with parents and explain the evidence used in making the determination. The teacher will then obtain official signed parental consent, which will be saved in the student's cumulative file.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Students who are moved from EL status to RFEP are documented in online databases including PowerSchool and CALPADs. RRS will monitor reclassified students' performance for four years after reclassification in accordance with California regulations and Title III of the ESSA.

ENGLISH LANGUAGE INSTRUCTION

The State Board of Education has adopted the California ELD standards as part of a national movement to ensure that students gain the necessary literacy and mathematical knowledge and skills required in 21st century higher education and workplace communities. The ELD standards describe the key knowledge, skills, and abilities in core areas of English language development that students learning English as a new language need in order to access, engage with, and achieve in grade-level academic content areas, with particular alignment to the key knowledge, skills, and abilities for college and career-readiness as described in the CCSS for ELA/Literacy and Mathematics. The ELD standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills.

Our instructional materials for ELD instruction will be prepared by Rocketship's Program Team in the same manner as our core content instruction, as described in the Curriculum and Instruction section of this petition above.

ELD Standards. We design our English language instruction to encompass all three parts of the ELD standards.

- Part I: We focus on meaningful interaction with the English language, both orally and in written texts, via three modes of communication- collaborative, interpretive, and productive. We will teach students how to use comprehension strategies and analytical skills to understand the meaning of various texts. We will also teach students how to analyze and evaluate the way writers and speakers utilize language to effectively convey meaning.
- Part II: We focus on learning how English works to make meaning via three broad language processes – structuring cohesive texts, expanding and enriching ideas, and connecting/condensing ideas. We will teach students how to organize text as they read so they can better grasp the structure. We will also teach students how to adjust their own language choices as they speak and write. We expect students to apply their growing knowledge of language resources to create and comprehend precise and detailed texts that accurately convey meaning.
- Part III: We provide foundational skills for ELs. We will differentiate instruction based on a variety of factors including age, similarities between the student's primary language and English, and oral language proficiency in English. We will teach students the meaning of words that the students are learning to decode to emphasize the importance of meaning-making.

Integrated and Designated Instruction. We will utilize both integrated and designated instruction to teach the ELD standards.

Integrated instruction occurs throughout the school day in every subject area. Teachers use the ELD standards in tandem with the CCSS for ELA/Literacy and other content areas to ensure that students are strengthening their ability to use the academic English that they are learning. Examples of integrated instruction include teachers routinely examining texts and instructional tasks to identify language that may be challenging for ELs; determining opportunities to highlight and discuss particular language resources (i.e. precise vocabulary, different ways of combining ideas in sentences, different ways to start a paragraph to emphasize a key ideas; observing students to determine how they are using targeted language; adjusting whole group instruction or work with small groups/individuals to provide adequate and appropriate support; and frequently engaging their ELs in discussions to develop content knowledge.)

Designated instruction is protected time during the regular school day where teachers use the ELD standards to develop critical language skills that ELs need for content learning in English. This instruction brings in

content from core classes to actively engage ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks.

During designated instruction, students are grouped by proficiency levels so that teachers can strategically target students' language learning needs and accelerate English language and literacy development, further described below:

- Emerging: Students are learning to use English for immediate needs and beginning to understand and use academic vocabulary and other features of academic language
- Expanding: Students are increasing English knowledge, skills, and abilities in more contexts. Students are learning to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to age and grade level
- Bridging: Students are continuing to learn and apply a range of advanced English knowledge, skills and abilities in a wide range of contexts including comprehension and production of highly complex texts. The "bridge" is the transition to full engagement in grade level academic tasks and activities without specialized instructional support.

Importantly, students will never be removed from other core content instruction to receive designated ELD instruction and also students are grouped heterogeneously throughout the rest of the school day.

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

Scaffolding. Teachers will be trained to scaffold ELD instruction to meet the needs of individual ELs depending on their proficiency levels (emerging, expanding, or bridging). Scaffolding can be substantial, moderate, or light. ELs at the emerging level will generally require more substantial support to develop the capacity for academic tasks than students at the expanding or bridging levels. For example, ELs at the emerging level may need substantial support to explain their thinking about a literary or informational text that they read closely, such as sentence frames or graphic organizers. However, ELs at every level engage in some academic tasks that require light to no scaffolding and some that require substantial. In any case, scaffolding is intended to be temporary, and independence can be promoted and increased through gradual release of responsibility.

Instructional Strategies. Rocketship teachers are trained in integrated and designated ELD instructional strategies. These instructional strategies focus on vocabulary development, oral language, background knowledge, and several other strategies that have been proven to be highly effective with EL students.

These strategies may include:

- Vocabulary development: Teachers will introduce new vocabulary while introducing a new concept by having students repeat the word, predict the meaning, and use it in a sentence of their own after the teacher confirms the meaning.
- Sentence stems: Teachers will provide students sentence stems to help students effectively communicate using a complete sentence or encourage students to use more complex sentence structure and specific vocabulary in their oral responses.

- Turn & Talks: Teachers will provide students opportunities to process new information and practice new language by discussing ideas with a partner.
- Guided interaction: Teachers will structure lessons so that students work together to understand what they are learning.
- Metacognition and authentic assessment: Teachers will model, explicitly teach thinking skills and use a variety of activities to check for understanding.
- Explicit instruction: Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension, text patterns, vocabulary, writing, and decoding skills needed to complete classroom activities.
- Meaning-based context and universal themes: Teachers will incorporate meaningful references from students' everyday lives and create classroom environments that provide authentic opportunities to learn the English language.
- Modeling, graphic organizers, and visuals: Teachers will regularly utilize a variety of visual aids, graphic organizers, diagrams, summaries, and charts to help ELs easily recognize essential information and its relationship to supporting ideas.

All Rocketship teachers will be Crosscultural Language and Academic Development ("**CLAD**") certified or in the process of obtaining CLAD or Bilingual, Cross-cultural, Language and Academic Development ("BCLAD") certification, or other CTC-approved EL authorization.

PARENT COMMUNICATION AND PARTICIPATION

As described above, parents play a significant role in the reclassification process. Beyond that, however, we strive to find ways to engage and involve parents of our EL students. We are committed to communicating with parents in their primary language; as such, we will provide translations of all major documents, notices, public meetings, and workshops in Spanish and any other languages as needed.

RRS will establish an English Learner Advisory Committee ("**ELAC**") if the Charter School enrolls 21 or more EL students, as further described in Element D below. Parents are encouraged to participate in the ELAC as well as the School Site Council ("**SSC**"), further described in Element D below. Parents are also encouraged to volunteer in their children's classrooms and attend community meetings, parent coffees, and school events. Community meetings will often advise parents on programs and services for EL students. We will inform parents on programmatic and assessment issues that affect EL students as well as relevant programs, funds, and instructional strategies.

PROFESSIONAL DEVELOPMENT AND TALENT MANAGEMENT

We believe that our teachers are most effective when they feel invested in their school and that their school is invested in them. To this end, we have rigorous policies and procedures for teacher recruitment, selection, retention, and professional development, further described below.

CREDENTIALING

Rocketship continuously strives to be a great place to work. We are committed to creating pathways to support our staff on their journey to becoming a certified teacher in California. We have a dedicated Credentialing team who educates and guides staff throughout the entire process.

Rocketship partners with Rivet School and Reach University, nonprofit college programs that help working adults earn an accelerated, affordable bachelor's degree and teaching credentials for California school

employees. Teachers who enroll in an Intern Credential Program are eligible to receive tuition assistance and additional support such as tutoring, paid time off for studying, etc.

Rocketship also partners with the Silicon Valley New Teacher Project to support teachers in the final step of obtaining their clear credential. Our teachers receive intensive, one-on-one mentoring to strengthen their classroom practices, ensuring student academic success.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Summer. Each summer, Rocketship hosts an intensive three-week training for all teachers that emphasizes foundational knowledge in our culture and our instructional model for new staff, and ongoing professional learning for experienced educators. This summer training allows staff to build a collaborative culture of trust while creating a strong school culture shaped around personalized learning and the Rocketship identity. We provide training in classroom management and effective unit, lesson, and yearlong planning. We also introduce foundational components of the Rocketship program, including the process for the use of data, instructional techniques, and the scope and sequence of curricula. Educators also learn strategies to effectively engage parents in this culture, including how to empower parents as key supporters of their children's education after students graduate from Rocketship and move onto middle and high school. This helps ensure that our students succeed to and through college. Principals, assistant principals, business operations managers, and office managers participate in two weeks of their own summer training to become well-versed in similar topics, ensuring that they are well-prepared to be effective instructional leaders while establishing a school culture that enables student success.

School Year. In addition to summer training, Rocketship schools dedicate approximately 200 hours throughout the school year for staff professional development. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The principals and assistant principals at each school facilitate and organize sessions, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Topics have included analyzing and planning using formative assessment data, creating rigorous independent work, exploring whole brain teaching, launching literature circles, and facilitating small group instruction for struggling readers in the upper grades.

We believe that often the most effective professional development session is peer-led. However, to develop the necessary subject expertise for our teachers as well as provide ongoing support for principals and assistant principals, Rocketship partners with several outside professional development organizations and higher education institutions to conduct in-depth professional development in various content areas. These organizations have included Project GLAD, local partner districts, Amplify, Great Minds, Code.org, and more. Rocketship is constantly reflecting on student achievement data and teacher instructional needs in order to further develop the professional development program and coordination of resources in order to ensure that all student, teacher, and school needs are addressed in order to realize significant gains in student achievement.

COACHING

A foundational piece of our ongoing staff development is customized, targeted one-on-one coaching that assistant principals and principals provide for teachers and staff members.

The overarching principles of our coaching program are a tight feedback loop, regular opportunities for practice, the identification of root cases of problems and their accompanying solutions, weekly foci for teachers, and measurable goals for coaches to assess progress and collect data.

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

NEW TEACHER RESIDENCY - PILOT

We were awarded the Teacher Residency Capacity Grant Program by the California Commission on Teacher Credentialing to launch our first Teacher Residency Program in SY 2025-26. This pilot program provides high-quality immersive and comprehensive training experiences for up to 10 aspiring teachers, by combining coursework with hands-on classroom experience under the guidance of mentor teachers. Research shows that residency programs have a positive impact on student outcomes. Teachers who have successfully completed residency programs are often better equipped to meet the diverse needs of their students, can differentiate instruction effectively and create engaging and inclusive learning environments. The funding for this pilot program will continue through SY 2027-28.

The Teacher Residency Program is just one example of how Rocketship is continuously striving to enhance its professional development opportunities, strengthen our talent development initiatives, and ensure Rocketship remains an attractive place to work and grow, and that Rocketship is well-positioned to develop and retain talent.

TEACHER PERFORMANCE MANAGEMENT AND EVALUATION

Rocketship implements an annual performance evaluation system for teachers. We believe that performance evaluations are a vital part of helping us to achieve our mission because evaluations allow us to recognize and reward improvement and excellence and ensure that teachers receive consistent and direct feedback that helps them improve and grow.

Teacher evaluations include multiple measures, including student growth and achievement and educator performance. The components align with teacher role and responsibilities and Rocketship's theory of action on how we can achieve our mission. Each was also developed with the goal of promoting transparency, consistency, and communication.

Our performance evaluation system consists of three formal evaluation activities during the school year complemented by Rocketship's ongoing coaching cycles as described in the Professional Development and coaching sections above. In the fall of each school year, teachers complete a self-reflection where they self-assess themselves on Rocketship's performance rubrics to reflect on performance trends to date, areas of growth, and opportunities for improvement. Teachers also meet with their manager for the self-reflection process to align on performance expectations, debrief on the self-assessment, and discuss next steps for growth. Teachers participate in two formal evaluations during the year where they receive an overall performance score and meet with their manager to discuss next steps for development. Mid-year evaluations take place in the winter and end-of-year evaluations in the spring before the end of the school year.

Student Impact. Teachers are evaluated based on both student absolute achievement and growth metrics. Absolute achievement metrics evaluate the percentage of students at national norms on objective assessments such as the NWEA MAP. Growth metrics evaluate the percentage of students making growth and the average years that students grow on objective assessments such as the MAP.

Family Engagement. Teachers are also evaluated on their ongoing engagement with families as well as percentage of home visits completed and the percentage of parents voluntarily engaging in partnership hours. (For more information on parent participation at Rocketship, please see Element D below.)

Core Characteristics. Teachers are evaluated on their ability to demonstrate the five Rocketship Core Characteristics of pursuit of excellence, innovation, authenticity, community, and tenacity.

Teaching Performance. The Rocketship teacher performance rubric outlines the expectations for teacher performance and is used by managers to provide feedback in evaluations. The core of Rocketship's teacher performance rubric is the Charlotte Danielson *Framework for Teaching*. The *Framework for Teaching* is a research-based performance rubric validated to show positive correlations between the *Framework for Teaching* ratings and student outcomes.[15] The Rocketship performance rubric examines teaching performance in four domains: Planning and Preparation, Learning Environments, Learning Experiences, Principled Teachings. (For a copy of the rubric, please see Appendix 16.)

TEACHER RETENTION AND COMPENSATION

Rocketship is committed to addressing and continually improving teacher retention in all of our schools. We have implemented a variety of programs, initiatives and support systems to make teaching a more viable and desirable career that the most talented individuals in our communities pursue. We provide support and counseling for principals, especially those new to the role, on teacher retention. Our Program and Regional Teams focus on teacher curricular tools and resources to provide teachers with high quality resources and support. We have also introduced professional development funding that becomes available to teachers as they hit milestones of multiple years at Rocketship.

We also have developed initiatives to provide teachers with time to meet personal needs, including competitive paid time off packages and a credentialing paid time off policy for educators who need time away from school complete credentialing requirements (e.g., test preparation, test completion, etc.). We have increased opportunities for teachers to provide upward feedback on managers via surveys (i.e. manager effectiveness, staff satisfaction). We have a Teacher Advisory Group that is focused on keeping great teachers at Rocketship and providing a teacher voice on important topics that touch all aspects of our network.

Rocketship offers competitive pay structures and incentives to attract and retain excellent teachers. Rocketship uses a performance-based pay system, which allows solid and strong teachers demonstrating strong results to move up quickly within our compensation bands early in their careers. The performance-based pay structure is a key lever for retaining our highest-performing teachers. Rocketship also deploys incentives and competitive benefits to create opportunities for additional growth within their profession, including a teacher professional development fund.

LEADERSHIP OPPORTUNITIES AND CAREER PATHWAYS

Teacher Leadership Programs. Rocketship's Teacher Leadership programs prepare teachers for the next steps in their leadership pathways through professional development in personal leadership skills, effective management frameworks, and essential mindsets. These programs are ideal for educators who are interested in developing either as a peer leader from the classroom or rising into the assistant principal within the next several years, as well as those who are considering other centralized network roles.

[15] Measures of Effective Teaching Project, "Danielson's Framework for Teaching for Classroom Observations," 2010.

Our Teacher Leadership programs engage in a variety of experiences depending on the program focus areas. These may include monthly workshops, leadership projects within their campus, and/or peer mentorship and support. These programs also provide opportunities for teachers to build strong and collaborative relationships among teacher leaders across Rocketship campuses.

We look for candidates who have a willingness to learn and reflect in group settings, a track record of high student achievement, at least two years of teaching experience, demonstrated leadership in a formal or informal role, and exhibition of the Rocketship core characteristics by focusing on commitment to and ownership of their own development and investment in the community.

LEADERSHIP DEVELOPMENT FOR SCHOOL LEADERS

Rocketship also has a comprehensive development system for its Principals, Assistant Principals, Business Operation Managers and Office Managers. (Qualifications and responsibilities for these roles are further described below in Element E.) Principals, assistant principals, business operations managers, and office managers receive ongoing professional development centered on key levers aligned to their role, including data-driven instructional leadership; systems planning; coaching and observation; family and community engagement; school culture; staff culture; and (for principals) team management. Principals and assistant principals who manage special education teachers also receive a special strand of professional development.

To support our principals, assistant principals, business operations managers, and office managers in team management, Rocketship provides key management development training and experiences. During our summer training, we start our training with self and team awareness development as a foundation of leadership. We also review evaluations and compensation training to ensure our leaders understand the process of setting clear expectations and compensation. We also ensure that new managers understand the foundations of employment law and performance management. During the school year, Rocketship has manager feedback and staff engagement surveys to give leaders clear feedback on their management and school experience. In addition to the surveys, our Human Resource team regularly meets with principals, assistant principals, business operations managers, and office managers to debrief any management challenges, review any upcoming management strategies, or people related skill building.

Our principals all spend approximately ten hours each month receiving professional development from Rocketship California's Regional Achievement team. Our assistant principals receive approximately two hours of professional development directly from the Program team and the Regional Achievement team and also get regular training and support from principals. Members of the Regional Achievement team also attend meetings between principals, assistant principals, and teachers to provide feedback on meeting facilitation and coaching, as well as conduct regular school and classroom walk-throughs. Business Operations Managers and Office Managers also receive weekly development from national Directors of Operations and Directors of School Communities.

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

The Charter School has created a Local Control and Accountability Plan ("**LCAP**"), which contains a reasonably comprehensive description of RRS's annual goals and outcomes in the Eight State Priorities, schoolwide and for all numerically significant student subgroups, in accordance with Education Code Section 47605(c)(5)(A)(ii), and will continue to annually update the LCAP in accordance with California laws. The LCAP is annually presented to families and the public at the Board of Directors LCAP Public

Hearing and subsequently approved at the following meeting. The Charter School shall present a report on the annual update to the LCAP for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP is designed to align with the Eight State Priorities, as described in Section 52060(d) and listed below. Each LCAP goal and associated actions directly address a subset of the state priorities. For a description of which LCAP goals address which state priorities, please see the LCAP attached as Appendix 17.

- State Priority 1 – Basic Services
- State Priority 2 – Implementation of Common Core State Standards
- State Priority 3 – Parental Involvement
- State Priority 4 – Student Achievement
- State Priority 5 – Student Engagement
- State Priority 6 – School Climate
- State Priority 7 – Course Access
- State Priority 8 – Other Student Outcomes

The LCAP is attached to this petition as Appendix 17 and is fully incorporated by reference in fulfillment of Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B). Notwithstanding the foregoing, the LCAP is updated annually as required by state law, and any changes thereto shall be made without need for material revision of the charter.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.
—Education Code Section 47605(c)(5)(B).

Goals, Actions, and Outcomes in Alignment with State Priorities
Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the RRS LCAP provides a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes, both schoolwide and for numerically significant subgroups of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), as well as the mission, curriculum, and assessments of the Charter School. The Charter School maintains the same goals, actions, and outcomes for all students, both schoolwide and for all numerically significant student subgroups, except where explicitly noted within the LCAP. The Charter School maintains that all students, including all subgroups, can achieve the goals it sets. The LCAP, attached as Appendix 17, explains how the Charter School addresses the Eight State Priorities.

Student Outcomes/Exit Outcomes as aligned to the SCCOE Charter Review Matrix

RRS' goals, actions, and outcomes, schoolwide and for all numerically significant subgroups, are comprehensively described in the Charter School's LCAP. To facilitate review, the following LCAP excerpts are the student outcomes aligned with SCCOE's Charter Review Matrix in the order in which they appear in RRS' LCAP:

Metric	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome
CAASPP met or exceeded schoolwide (ELA)	59.0%	55.9%	70%
CAASPP met or exceeded schoolwide (Math)	63.9%	68.8%	70%
CAST met or exceeded schoolwide (Science)	n/a	n/a	n/a
Average growth years for reading (NWEA MAP), grades K-2	1.09 years	1.41 years	1.2 years
Average growth years for math (NWEA MAP), grades K-2	1.19 years	1.50 years	1.2 years
Percentage of EL students who increase at least one ELPI level or maintained the ELP criterion (Level 4)	67.9%	40.8%	55%
EL reclassification rate	15.2%	10.8%	17%

Percentage of students with access to their own copies of standards aligned instructional materials for use at school and at home	100%	100%	100%
Number/Percentage of total and EL teachers credentialed & properly assigned	100%	100%	100%
Percentage of adopted standards including ELD standards implemented	100%	100%	100%
Percentage of facilities meeting the "good repair" standard	100%	100%	100%
Percentage of students who feel safe on campus	85%	84%	75%
Percentage of families who feel campus is safe	94%	90%	85%
Percentage of students who feel connected to at least one staff member	83%	84%	75%
Suspension rate (schoolwide)	0%	0%	0%
Expulsion rate (schoolwide)	0%	0%	0%
Percentage of students with access to a broad course of study	100%	100%	100%
Average daily attendance	93.7%	94.1%	94%
Chronic absenteeism rate (schoolwide)	20.9%	18.0%	20% or lower
Percentage of parents are involved	75%	87%	90%
Percentage Home visits completed	100%	99%	95%
Percentage of parents who are satisfied with their school	91%	89%	90%
Percentage of parents connected	87%	88%	85%
Portion of parents with input into decision making	100%	100%	90%

RRS makes the following affirmations related to its student outcomes/exit outcomes, in alignment with SCCOE's Charter Review Matrix:

- As RRS's student outcomes are aligned with state assessments (CAASPP, CAST, ELPAC, etc.), they directly address state content and performance standards in core academics.
- RRS's exit outcomes include acquisition of academic and non-academic skills, as shown by the list above, which includes academic performance outcomes, and outcomes related to student safety, attendance, and campus climate, etc.
- RRS affirms that "benchmark" skills and specific classroom-level skills will be developed.
- RRS affirms that its student outcomes align to its mission, curriculum and assessments.

- RRS's list of school-wide student performance goals that students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc., are described in the above list.
- RRS acknowledges that exit outcomes and performance goals may need to be modified over time.
- Student achievement measurements, as established in the attached LCAP, include the following elements: alignment with the state priorities (documented in relation to each goal, action, and outcome in the LCAP); administration of state assessments; Dashboard indicator goals; the percentage of EL students who make progress toward English proficiency; and the EL reclassification rate.

ELEMENT C: METHODS OF ASSESSMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.
—Education Code Section 47605(c)(5)(C).

ASSESSMENT MEASURES

RRS affirms that, to the extent practicable, the method for measuring pupil outcomes for the Eight State Priorities shall be consistent with the way information is reported on a school accountability report card.

Rocketship's assessment plan includes multiple measures designed to monitor student progress over time. It includes baseline, formative, interim, and summative assessments.

Baseline assessments measure basic academic skills in English Language Arts and mathematics at the beginning of a school year or the beginning of a unit of study.

Formative assessments will be frequent and will include formal and informal performance based assessments in the context of classroom activities and daily learning. These assessments will help students and teachers to better understand students' strengths and areas in which they may be struggling. The information provided by the assessments will be used to guide instruction and to identify students who may need additional support and/or challenge.

Interim assessments fall between formative and summative assessments and provide standardized data that can be aggregated and analyzed. Interim assessments may predict student performance on an end-of-year summative assessment, they may provide evaluation information about the impact of a curriculum or a program, and they offer instruction information that helps diagnose student strengths and weaknesses.

Summative assessments will take place in English/Language Arts and Mathematics at the end of the year in the form of Smarter Balanced tests. Additional summative assessments will include end-of-year one-on-one reading assessments, which can be compared to the baseline assessments from the beginning of the year.

As further described in Element A above, teachers will analyze assessment results to identify student, class, and school trends, to find specific areas of instructional strength and weakness, identify students who need additional support, and ensure children are making progress towards grade-level proficiency as measured by the State Standards. Assessments will be used to inform instruction as well as to track and monitor student growth and learning. Rocketship has a comprehensive MTSS program, further described in our At-Promise Students section in Element A, for students who fail to progress and/or achieve consistent with school expectations and goals.

Rocketship's current assessments are as follows:

- State-mandated Assessments (summative)—Students will be expected to meet statewide standards for academic achievement. Specifically, students will take the Smarter Balanced assessments for English Language Arts and Mathematics/CAASPP as applicable each spring. Additionally, the California Science Test will be administered annually in the spring to students in grade five. These tests will help monitor progress on grade level content and skill development, and will be reflected in meeting state measurements. The ELPAC will be administered to English Learners annually; the

California Alternative Assessments will be administered to eligible students annually; and the Physical Fitness Test will be administered to students in grade five.

- Leveled Reading Assessments (baseline, formative, summative)—All students in grades K-5 will be assessed three times throughout the year using either the Amira or DIBELS benchmark assessment. In addition to their use as a reading assessment, Amira or mCLASS with DIBELS Edition 8 will also be used as the schools K-2 universal screener in accordance with Education Code Section 53008. Both Amira and mCLASS with DIBELS Edition 8 are on the approved universal screener of reading difficulties platforms list provided in 2024 by the CDE.
- Writing Assessments (baseline, formative, summative)—A writing sample will be collected and assessed for each student several times a year. Students will be instructed on how to use writing checklists throughout the writing process. Students will use these writing checklists for self-review and self-assessment on writing projects throughout the year. Teachers will also use these checklists to assess student writing.
- Mathematics Assessments (baseline, formative, summative)—Throughout the year, student progress in mathematics will be measured using formal and informal formative assessments. Ongoing assessment will take the form of teacher observations, assignments, and lesson exit tickets. At the end of each unit, student understanding and mastery will be measured through a formal assessment.
- Standardized Assessments in Language Arts & Mathematics (interim)—In addition to leveled reading assessments and formative math assessments, students will also take NWEA MAP Interim Assessments three times per year in Reading and Math to ensure they will be prepared for Smarter Balanced Assessments.
- Science Assessments (formative, summative)—We will assess student progress toward the Next Generation Science Standards using NWEA MAP interim assessments two times a year. Teachers will also use a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects.
- Social Studies Assessments (formative, summative)—We will assess student progress toward California History–Social Science Standards using a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects.
- Social Emotional Learning Assessments (formative, summative)—Teachers will complete a social-emotional and behavioral screener three times a year to determine which students would benefit from additional supports, such as social skills groups or Check-in/Check-out, and to track social-emotional skills growth over the course of the year.

USE AND REPORTING OF DATA

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

REPORTING TO PARENTS/GUARDIANS

Rocketship places a high value on communication between parents and teachers. We plan to have regular parent/teacher conference periods and progress reports each year.

REPORTING TO THE CHARTERING AUTHORITY AND OTHER STAKEHOLDERS

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

ELEMENT D: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.
—Education Code Section 47605(c)(5)(D)

In accordance with Education Code Section 47604, all Rocketship charter schools will be operated by RSED, a California non-profit public benefit corporation with 501(c)(3) status. All staff will be employees of RSED. RSED will be governed by a Board of Directors **(the "Board")** pursuant to its corporate bylaws as adopted, and as subsequently amended from time to time, which shall be consistent with this charter. (RSED's Articles of Incorporation and Bylaws are attached as Appendix 18 and 19, respectively.)

RSED will operate independently from SCCBOE, with the exception of the supervisory oversight as required by statute and other contracted services. Pursuant to Education Code Section 47604(d), SCCBOE shall not be liable for the debts and obligations of RSED, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as SCCBOE has complied with all oversight responsibilities required by law.

RRS, operated by RSED, affirms that it shall comply with all applicable public transparency laws, including the Brown Act, CPRA, Section 1090, the PRA, and Education Code Section 47604.1.

GOVERNANCE STRUCTURE

BOARD OF DIRECTORS

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

Rocketship's Bylaws state that the Board must consist of at least three and up to 25 members. Board members serve for staggered terms of two years and until a successor director has been appointed or elected as required by the position. This staggering of terms will create a natural flow for future elections and ensure that the Board does not experience full turnover at once. For bios of our current Board members, please see Appendix 20.

The Board will be comprised of the following individual officers, at a minimum:

- Chairman of the Board, responsible for presiding over Board meetings and performing various duties as assigned by the Board.
- Secretary, responsible for keeping account of Board minutes, Articles of Incorporation and Bylaws, and notice of Board and committee meetings.
- Treasurer, responsible for overseeing and validating audits, federal and state annual information return filings, and corporate filings.

The Bylaws also authorize the Board to appoint one or more Vice Presidents, one or more assistant secretaries, one or more assistant treasurers, and other officers as deemed necessary. Rocketship affirms that SCCBOE shall be entitled to a single representative on the Board, consistent with Education Code Section 47604(c).

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

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

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

BOARD DUTIES

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

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

The Board will attend an in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest, the Brown Act, and school finance (AB 640).

RSED will update SCCOE on any changes to the RSED Board of Directors.

The Board may execute any powers delegated to it by law and shall discharge any duty imposed on it by law. The Board may delegate to an employee of RSED any of those duties with the exception of those listed in the Bylaws. The Board, however, retains ultimate responsibility for the performance of those powers or duties so delegated. The Board may not delegate approval of the budget, approval of independent fiscal

audit, approval of Board policies, hiring or termination of the CEO, or any other duties prohibited by law. Where the Board has formally taken action to delegate authority to staff, changes must:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of present Board members.

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

BOARD MEETINGS AND TRAINING

The Board will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act and Education Code Section 47604.1(c), and thus be held openly and easily accessible to the public. Rocketship will establish an annual calendar listing the dates of its regular meetings and provide the locations of those meetings. Rocketship will ensure that a teleconference location, which will be manned by a Rocketship staff member, is available within the jurisdictional boundaries of the district for every meeting. The notice and agenda of each meeting will provide for public comment from each physical and teleconference location.

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

RSED has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and applicable conflict restrictions required by the Corporations Code.

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

CALIFORNIA COMMITTEE

We believe it is critical to form strong local partnerships to inform our growth and maximize our impact in each of the communities we serve. To this end, the Board has created a California Committee whose membership consists of a diverse group of parents and civic and business leaders committed to closing the achievement gap. The California Committee serves as an advisory board to the Board of Directors.

The primary responsibility of the California Committee is to serve as a formal structure giving voice to Rocketship student, family, and community needs. The California Committee may provide advice and counsel to Rocketship Education's Executive Director; provide meaningful input to the Board of Directors on topics such as plans and strategies for local growth, model improvement and operational plans; and build local partnerships to enhance the quality and sustainability of Rocketship schools.

ADDITIONAL COMMITTEES

In accordance with the Bylaws, the Board has established four additional standing committees to support the work of the Board. All standing committees comply with the Brown Act and the Rocketship Conflict of Interest Code. The committees are the Business Committee, Achievement Committee, Audit Committee and Executive Committee.

The Business Committee provides oversight of the budget and asset management, ensuring the Board understands the financial health of the organization. The Business Committee monitors current financial performance, partners with the CFO on in-depth financial reviews, supports long-term financial sustainability and ensures compliance with state and federal regulations.

The Achievement Committee monitors student academic performance, ensuring our schools provide an excellent education to all students. The Achievement Committee partners on academic goal setting and strategy, and ensures the board understands the performance framework and how schools are performing against it.

The Audit Committee provides oversight of the annual audit process, ensuring the Board understands the organization's performance on the audit. The Audit Committee reviews the annual audit and ensures compliance with state and federal regulations.

The Executive Committee supports the board member recruitment process through finding, recruiting and screening candidates. The Executive Committee additionally conducts reviews of the Board, organizes board retreats and training, and assists in the evaluation of the Executive Director.

BOARD RECRUITMENT

In the event of an opening on the board, the Executive Committee will facilitate the recruitment process to identify potential candidates for election to the Board. In partnership with the CEO, the Committee develops criteria for board membership, identifies potential candidates for outreach efforts and develops a recruiting plan for potential candidates. The Committee makes recommendations to the full Board to elect potential candidates, and the Board votes on such appointments.

RSED STAFF

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

The current support that RSED network staff provides includes the following:

- High-quality support via centralized Program team and Regional Achievement team to increase student achievement (i.e., planning and designing instructional materials and resources; creating academic visions and goals; coaching of principals, assistant principals, and teachers; guiding the data analysis process; facilitating professional development for teachers principals, assistant principals, business operations managers, and office managers)
- Talent management (i.e., recruitment; teacher and principal, assistant principal, business operations manager, and office manager pipeline development)
- Growth/policy (i.e., government relations; supervising community outreach and parent involvement)

- Finance (i.e., financial analysis and monitoring; budgeting; accounting, payroll, billing)
- Strategy (i.e., project management; cross-functional facilitation; devising systems for operational issues; overseeing network expansion)
- Facilities (i.e., site location, design, permitting, entitlements)
- Legal (i.e., compliance; completion of required filings; support with education and governance laws and policies)
- Human Resources (i.e., hiring, infrastructure, employment issues, benefits, compliance)
- Operations (i.e., coordinating with service providers; developing and managing systems)
- Communications (i.e., marketing and public relations)

The staff is overseen by a Senior Leadership Team ("**SLT**"), which is a group of department leaders with deep and diverse functional expertise. For bios of our current SLT members and organizational chart, please see Appendix 21.

FAMILY PARTICIPATION

Family participation has been important to RRS since the very beginning. We understand that a parent/family is a child's first teacher and lifelong advocate. We strive to partner with parents in a variety of ways so that they can become active participants in the school and the community as they promote their children's education. As described in Element A above, our teachers, principals, assistant principals, business operations managers, and office managers conduct home visits and conferences and regularly communicate with parents via emails, phone calls, and notes home.

We also provide numerous opportunities for parents to get involved in the operations and governance of the school. Families can become involved with the School Site Council or English Learner Advisory Committee (further described below).

We encourage, but do not require, our families to complete at least 20 partnership hours each school year. Partnership activities vary widely and can include participating in Launch in the morning, a Rocketship daily tradition to foster excitement for the day of learning ahead, reading to their child at home, assisting in classrooms or participating in any school meetings or events. We also have special processes in place to involve families in the creation of the LCAP. In addition to the regular community meetings and parent meetings, RRS holds meetings specifically designed to help parents understand the components of the LCAP and to discuss the best ways for the school to use LCFF funds to serve students in alignment with the state priorities. RRS also has developed a survey, translated into English and Spanish, to ask parents about their preferences regarding the allocation of LCFF funds for various services and resources.

SCHOOL SITE COUNCIL

Each Rocketship school forms a **SSC** which mirror the requirements of Education Code Section 52852 applicable to traditional public schools and will be comprised of the following:

- The Charter School Principal;
- School personnel, at least 50% of which are classroom teachers;
- Families of students attending the school, or other community members selected by families.

The number of families/family-selected community members on the SSC must be equal to the number of school personnel. The SSC will implement bylaws that describe selection and replacement procedures.

Pursuant to Education Code Section 64001(j), the SSC will be responsible for participating in the development of the **LCAP**.

The LCAP is a three-year plan that describes the goals, actions, services and expenditures to support positive student outcomes that address state and local priorities. The LCAP governs how the Charter School will spend its state LCFF funding. The LCAP is a blueprint to improve the academic performance of all students through the coordination of all educational services at the Charter School. Additionally, the LCAP Federal Addendum will address how federal funds provided to the Charter School will be used to improve the academic performance of all students.

In developing the LCAP, the SSC will conduct an analysis of root causes of student academic challenges and research-based instructional strategies that enhance student achievement. To set school goals, the SSC will carefully review Charter School priorities; qualitative and quantitative student achievement data; and other performance measures to evaluate the effectiveness of the instructional program. The SSC will provide review and update the LCAP annually. All updated LCAP Plans must be presented at a public hearing and be approved by the Rocketship Education Board of Directors.

The SSC will seek to empower parents in the education of their children. The SSC may engage in a number of activities and initiatives, including, but not limited to:

- Engage in professional development opportunities for families (e.g., through trainings in data analysis, budget review, curriculum and instruction, etc.).
- Review of attendance trends and policies.
- Review of English learner achievement and reclassification data.
- Review of the Family Survey and School Needs Assessment.
- Budget and categorical funding allocation (LCFF allocation).
- Review of the instructional model and curriculum.
- Provide input on school events, school culture, and staff professional development.
- Provide input on school policies, school safety plans, and discipline procedures.
- Implement initiatives to increase family engagement.

The SSC will hold regular meetings in accordance with its Bylaws and California law. Records of attendance and meeting minutes for each meeting will be kept at the school site.

ENGLISH LEARNER ADVISORY COMMITTEE

RRS shall establish an English Learner Advisory Committee of which parents/guardians of EL students constitute membership in at least the same percentage as their children represent of the total number of students in the Charter School. Other members of the ELAC can be parents/guardians of non-EL students, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

The Charter School shall comply with the provisions of Education Code Section 52176(b) for the establishment and operation of an ELAC.

The ELAC seeks to fulfill the following tasks:

- Review and comment on the RRS' EL Master Plan, including policies, guiding the consistent implementation of EL educational programs
- Assist with an RRS-wide needs assessment.
- Review and comment on the RRS' program, goals, and objectives for EL programs and services.
- Review RRS' plan to ensure compliance with applicable EL Authorization and/or CLAD Certificate requirements applicable to RRS' teachers and instructional aides.

- Review and comment on the RRS' reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.

At Rocketship, we try to have our SSC and ELAC overlap to the extent desired by the Charter School and possible under the law.

The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the LCAP.

Additionally, the ELAC shall assist the Charter School in the development of:

- The Charter School's needs assessment.
- A site plan for English Learners
- Ways to make parents aware of the importance of regular school attendance.

Along with the SSC, the ELAC will also engage in the additional functions and activities listed above.

DETERMINING SUCCESS OF FAMILY INVOLVEMENT

Family involvement is critical to the academic success of Rocketship students and the overall success of each Rocketship campus. The Board, along with Rocketship staff and principals, assistant principals, business operations managers, and office managers will use dashboard metrics to measure the success of parent involvement. The key goals for successful family involvement are:

- Enlisting family leaders at each campus: These individuals will help lead various activities at school as well as be key liaisons within the community to help inform other parents about Rocketship and promote grassroots, community efforts to help Rocketship eradicate the achievement gap in the community.
- Achieving at least 75% family attendance at school community events: These events include community meetings, exhibition nights, and other school events. A high percentage of participation demonstrates a deep parent engagement and commitment to RRS.
- Engaging each RRS family to complete at least 20 volunteer hours at the school per year: As described above, RRS families will be encouraged to volunteer at the Charter School to help tighten the link between the families and the Charter School as well as assist RRS teachers and staff with various school operations. Volunteer service, however, is not a requirement for admission or continued enrollment at any Rocketship school.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school.
-- Education Code Section 47605(c)(5)(E)

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

All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by Rocketship. These criteria are further described in the remainder of this section.

All Rocketship teachers will hold the CTC certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Rocketship will maintain current copies of all teacher credentials, and they will be readily available for inspection and monitoring.

RRS is a school of choice and will comply with all applicable state and federal laws regarding background checks, clearance of personnel, and maintenance and disclosure of employee records. All employees are subject to state and federal employment laws.

PRINCIPAL

The Principal is responsible for creating a school capable of achieving the Rocketship mission and goals. This will include leading RRS in all aspects of its day to day operations and working with the RSED Board of Directors, students, parents, and community members and the other governing bodies specified by local and state law.

The Principal is the instructional, cultural, managerial, and community leader of the Charter School. The Principal sets the vision for the Charter School and ensures that the Charter School is a high-achieving college preparatory environment where all students finish the fifth grade at or above grade level. Additionally, the Principal directly manages, supports, and develops the Assistant Principal, the Office Manager, and the Business Operations Manager. The Principal may serve as the manager and coach of all educators, which includes conducting observation cycles, modeling lessons, and providing support and resources aimed at increasing teacher effectiveness and leadership. The Principal is also responsible for engaging and empowering parents to become lifelong advocates for their children's education.

***Qualifications*:**

- 3+ years of experience teaching in an urban city classroom and delivering significant gains
- 2 years of experience as an Assistant Principal (or equivalent) or a similar administrative position at an urban elementary school serving a diverse student population with a track record of realizing significant achievement gains

- Experience managing, coaching and developing teachers
- Strong leadership skills with the ability to inspire and motivate staff and families
- Personal drive for high expectations
- Results-oriented, using data to make decisions
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Experience with instruction of multilingual learners
- Experience in building and maintaining outstanding school culture
- Excellent time management and organizational skills
- Commitment to parent partnership
- Strong verbal and written communication skills
- BA from an accredited university
- Valid teaching credential in CA or ability to transfer credentialing to CA (Teaching credential must have English as a Second Language endorsement)
- Background check, TB test and fingerprinting

ASSISTANT PRINCIPAL

RRS will have at least one Assistant Principal, focused full-time on the implementation of RRS' academic systems and mentoring teachers to improve their effectiveness.

Reporting directly to the Principal, the Assistant Principal plays a critical role in driving academic achievement for students. The Assistant Principal ensures academic excellence by working closely with the Principal to lead and implement the instructional vision for the Charter School. The Assistant Principal leads two primary streams of work: teacher coaching and professional development. The Assistant Principal directly coaches a number of educators, which includes conducting observation cycles, modeling lessons, co-planning lessons, real-time coaching, and providing support and resources aimed at increasing teacher effectiveness and leadership. The Assistant Principal also leads the design and implementation of group teacher professional development and collaborative planning time. This individual provides staff with the appropriate resources and support to ensure that each Rocketship school's Rocketeers realize over a year's worth of progress annually.

***Qualifications*:**

- 3+ years of experience teaching in an urban city classroom and realizing significant gains.
- Deep knowledge of elementary instruction and planning skills.
- Strong leadership skills and personal drive.
- Relentless pursuit of high expectations.
- Result-oriented and data-driven.
- Ability to inspire, motivate and develop others.
- Adaptable and able to thrive in a dynamic, fast-paced environment.
- Ability to engage and empower parents and families.
- Experience in building and maintaining outstanding school culture.
- Excellent time management and organizational skills.
- Strategic planning and project management experience.
- Strong verbal and written communication skills.
- Valid teaching credential in CA or ability to transfer credentialing to CA (Teaching credential must have English as a Second Language endorsement)
- Background check, TB test and fingerprinting
- BA from an accredited university

TEACHERS

RRS shall comply with Education Code Section 47605(l)(1), which states:

> Teachers in charter schools shall be required to hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority.

All teachers will have or be working toward CLAD certification and/or EL Authorization, as required for their certificated assignment.

Each year, teachers will be evaluated based on their ability to make significant gains. It is expected that some teachers will be able to make significant gains in a single year; others may take two or three, and still others may not be capable.

***Qualifications*:**

- Hold a B.A./B.S. degree from an accredited institution
- Hold the CTC certificate, permit, or other document required for their certificated assignment, including eligibility for a Provisional Internship Permit (PIP) or Short-Term Staff Permit (STSP), which requires current CPR certification from the American Heart Association or American Red Cross. *CPR certification must be active or candidate must be willing to complete CPR certification prior to start date at Rocketship.*
- Must maintain active and in-good-standing credential status once certified, throughout employment with Rocketship
- Preferred: Prior experience teaching in diverse school communities
- Background check, TB test and fingerprinting required

Teachers receive competitive, performance-based salaries to support retention and recognize them for their impact in our schools.

Teachers assigned to a TK classroom will have been issued at least one credential by the CTC and shall have at least one of the following:

- At least 24 units in early childhood education, or child development, or both;
- As determined by the local education agency employing the teacher, professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described above;
- A child development permit issued by the CTC.

The Charter School will maintain the requisite classroom size, adult to pupil ratio, and credential requirements mandated by Education Code Section 48000(g) in its TK classrooms.

EDUCATION SPECIALIST

The Education Specialist is a full-time position that reports to the Charter School principal or assistant principal. The Education Specialist will be responsible for managing the IEP caseload for Rocketship students who require special education services as outlined in their IEPs. The role of the Education Specialist is to improve students' success in the basic academics (reading, language and/or math, etc.) through implementing Rocketship approved curriculum; documenting teaching and student

progress/activities/ outcomes; modeling the necessary skills to perform assignments; providing a safe and optimal learning environment and providing feedback to students, classroom teachers, parents and administration regarding student progress, expectations, goals, etc.

Qualifications

- Hold a B.A./B.S. degree from an accredited institution
- Valid Special Education teaching credential (Mild/Moderate or equivalent) in the state of employment, or eligibility to obtain the appropriate licensure as required by state law
- Must maintain active and in-good-standing credential status throughout employment with Rocketship
- Hold a valid Education Specialist (Mild/Moderate Support Needs) credential or be eligible for a Provisional Internship Permit or Short-Term Staff Permit, which requires current CPR certification from the American Heart Association or American Red Cross. *CPR certification must be active or candidate must be willing to complete CPR certification prior to start date at Rocketship.*
- Background check, TB test and fingerprinting required

INDIVIDUALIZED LEARNING SPECIALISTS

Individualized Learning Specialists serve as tutors, working closely with a team of teachers to meet the needs of all students at that grade level.

Qualifications

- Commitment to Rocketship's mission, vision, and goals
- Passion for working with children; ability to motivate and support children in reaching high levels of academic success
- Previous experience managing and/or teaching groups of elementary-age students is strongly preferred
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Basic computer skills including troubleshooting and an ability to communicate about technical difficulties
- Ability to efficiently interpret, manage, and utilize multiple sets of data in order to best support students' progress
- Ability to learn laws, rules, practices and procedures related to public education and specific to Rocketship Education
- Fluency in English
- Flexibility and a willingness to learn
- Interest in becoming a credentialed teacher is a plus, but not required.
- Bachelor's Degree is a plus, but not required
- Background check, TB test and fingerprinting required

PARAPROFESSIONAL

The Paraprofessional will be responsible for providing individual and small group instruction for students with both special and typical learning needs in the general education environment including, but not limited to: the classroom, recess, and lunch area. The Paraprofessional will work under the supervision of a certificated Education Specialist who will provide weekly oversight, training and direction.

Qualifications

- A team player who is detail-oriented, resourceful and able to manage their responsibilities with confidence and discretion

- Comfort in a start-up environment with flexibility
- Interpersonal skills using tact, patience and courtesy
- Passion for working with young children
- At least 2 years of college or passing score on Rocketship's Paraprofessional Assessment required
- Experience working with students with disabilities desired
- Background check, TB test and fingerprinting required

OCCUPATIONAL THERAPIST

The Occupational Therapist is a school-based position that provides both direct and indirect support to students.

Responsibilities:

- Lead specialized evaluations related to sensory-motor development; write quality, compliant evaluation reports
- Develop Individualized Education Program present levels and recommendations for goals, objectives, supplementary aids, and services
- Attend IEP meetings; present evaluation findings; present information regarding student present levels and progress; recommend educationally relevant goals, services, and supports driven by student needs; collaborate with IEP teams to assist in finalizing the student's plan
- Attend 504 meetings; present evaluation findings and information regarding student present levels; recommend supports driven by student needs; collaborate with 504 teams to assist in finalizing the student's plan
- Develop appropriate, evidence-based intervention plans and provide high-quality, effective occupational therapy services;
- Assist in the implementation of evaluation/IEP/504 recommendations as needed
- Work with parents to build knowledge of disability and inclusive support for students with disabilities
- Assist in providing in-service training to parents, teachers, administrators and other professionals and paraprofessionals
- Provide consultation and advisement to administrators, teachers, and parents regarding the general and special education programs and supports under the Multi-tiered Systems of Support, as appropriate
- Assist in coordinating, communicating and seeking consultation with community agencies as appropriate
- Provide support and guidance to the organization as a member of the ISE Network Support Team
- Maintain a compliant practice and documentation
- Perform other duties as assigned or requested by the appropriate administrator

Qualifications:

- Must possess a Bachelor's or Master's degree in occupational therapy from an accredited four year college or university and have a valid license of proficiency in occupational therapy services issued by the California Board of Occupational Therapy
- Experience working with individuals with a range of disabilities (learning disabilities, emotional and behavioral disorders, autism, etc.)
- Excellent written and oral communication skills
- Embrace the mission of Rocketship Education
- Thrive in a fast-paced, dynamic work environment
- Ability to be flexible and adaptive in a work environment that is still evolving

- Perform a variety of specialized and responsible tasks: maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedule and compliance deadlines.
- Possession of a valid driver's license: willingness to provide own transportation in conduct of work assignments as you will be required to travel from site to site to work with students and faculty at all sites
- Background check, TB test and fingerprinting required

SCHOOL PSYCHOLOGIST

The School Psychologist is an exempt position that will work under the direction and supervision of the Associate Director of School Psychologists and will work with elementary school students. Rocketship School Psychologists are responsible for providing both direct and indirect support to students, families, and staff members in order to ensure high quality programming for students with disabilities.

Responsibilities:

- Lead psycho-educational and formal behavior assessments; write quality, compliant assessment reports.
- Attend IEP meetings; present assessment findings to the team.
- Assist in the implementation of assessment recommendations as needed.
- Participate in the pre-referral process and provide consultation to school teams regarding intervention supports for struggling students.
- Work with parents to build knowledge of disability and inclusive support for students with disabilities.
- Assist in providing consultation and advice to administrators, teachers, and parents regarding the general and special educational programs as appropriate.
- Assist in coordinating, communicating and seeking consultation with community agencies as appropriate.
- Maintain a compliant practice.
- Some campuses may require consultation, collaboration, creation, and implementation of 504 plans
- Some campuses may require additional consultation around social emotional and behavioral systems and structures
- Perform other duties as assigned or requested by the Associate Director, School Psychology.

Qualifications:

- Required: Valid California Pupil Personnel Services credential (or applicable state credential); Master's degree in School Psychology
- Nationally Certified School Psychologist credential (preferred)
- Bilingual, Spanish (preferred)
- Experience working in Multi-Tiered Systems of Support (highly preferred)
- Experience working with elementary-age students (preferred)
- Experience working with students with a range of disabilities (learning disabilities, emotional and behavioral disorders, autism, etc.) (highly preferred)
- Excellent written and oral communication skills
- Commitment to Rocketship's special education inclusion model and overall mission to close the achievement gap within our lifetime.
- Thrive in a fast-paced, dynamic work environment
- Ability to be flexible and adaptive in a work environment that is still evolving.

- Perform a variety of specialized and responsible tasks: maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedule and compliance deadlines.
- Possession of a valid California driver's license (or applicable state equivalent): willingness to provide own transportation in conduct of work assignments as the individual will be required to travel from site to site to work with students and faculty at all sites.
- Background check, TB test and fingerprinting required

SPEECH-LANGUAGE PATHOLOGIST

The Speech-Language Pathologist will work with elementary school students in screening, evaluating, diagnosing, and treating disorders of communication. This is a school-based position.

Responsibilities:

- Provide direct treatment to student's speech production, vocal production, and language needs through speech therapy.
- Deliver pre-referral speech/language interventions in Tier 1 and Tier 2.
- Document and collect data on all consultation sessions and provide regular assessments.
- Conduct student screenings and/or assessments of language, voice, fluency, articulation, or hearing.
- Develop and implement high quality, legally compliant IEPs.
- Write high quality evaluation reports.
- Maintain student files and treatment logs in an organized manner to include as well as provide appropriate documentation to the interdisciplinary team.
- Communicate with the Associate Director with regards to any changes in status, problems, or intent to change any aspect of the education program.
- Attend and participate in meetings as required by the (speech team, staff, and IEP meetings).
- Develop instructional materials and evaluate commercially available material for treatment.
- Keep current on the latest development in the field of speech therapy by attending professional seminars, reading current literature and participating in professional organizations as assigned.
- Provide professional development support to school staff and families.
- Manage time efficiently, follow schedule and inform appropriate personnel of departures from schedule.
- Supervise Speech-Language Pathology Assistants ("SLPA"), Clinical Fellows ("CF"), or Interns.

Qualifications

- Valid Speech-Language Pathology Services Credential; Master's Degree required.
- Bilingual in English and Spanish or Vietnamese (strongly preferred, but not required).
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members (educators, school administrators, senior management.)
- Commitment and passion for Rocketship's mission, vision, and goals. Thrive in a fast-paced, dynamic work environment.
- Ability to demonstrate the skills necessary for fulfilling the job responsibilities of a Speech-Language Pathologist.
- Supervision experience of a CF or SLPA preferred but not required.
- Background check, TB test and fingerprinting required

OFFICE MANAGER

The Office Manager will be responsible for daily operations at the Charter School. The Office Manager will report to the Principal.

Qualifications:

- Spanish/English bilingual fluency required, with excellent written and oral communication skills
- Knowledge and cultural competence of the local student and parent community
- Highly developed interpersonal skills using tact, patience, and courtesy
- Effectively prioritize and juggle multiple concurrent projects
- Comfort in a start-up environment and ability to work independently with minimal direction
- Ability to use a variety of software programs and quickly learn new ones
- Managerial skills preferred
- Background check, TB test and fingerprinting required

BUSINESS OPERATIONS MANAGER

The primary purpose of the Business Operations Manager ("BOM") role is to ensure the Charter School is safe, compliant, efficient, and financially sound. The BOM provides direct services to the Charter School that enables instructional staff to better serve students and families. Ideal candidates will be self-motivated, flexible, and adept at managing change.

Qualifications

- Minimum 5 years of relevant experience, with school-based experience strongly preferred. Many of our most successful BOMs have previously been teachers and/or School Leaders in other roles.
- Managerial experience is strongly preferred. Leadership and/or coaching roles among other adults can potentially substitute for this.
- Experience in a fast-paced, highly analytical, entrepreneurial environment. Ability to proactively manage multiple critical deadlines and quickly and confidently adapt to changing school needs, independently prioritizing and following through on completion of tasks and responsibilities. Demonstrated ability to be detail-oriented, organized, and resourceful.
- Team-player attitude and strong customer-service orientation. Skill at communicating respectfully and empathetically with students' families. Spanish language proficiency is preferred in many of our communities, but not required.
- Skilled at building strong and trusting working relationships with people in both senior- and junior-level roles, both within and beyond Rocketship. Ability to treat sensitive issues with respect and empathy, and maintain strict confidentiality where required.
- Strong PC-based computer skills, including the ability to use spreadsheets and the Google Suite, and ability to quickly become proficient in new software programs.
- Passion for Rocketship's mission, and the belief that all students can achieve high levels of academic success.
- Background check, TB test and fingerprinting required

ENRICHMENT CENTER COORDINATOR

The Enrichment Center Coordinator provides students with the opportunity to engage in athletics, art, and various other enrichment activities. The Enrichment Center Coordinator plays a critical role in strengthening school culture. The Enrichment Center Coordinator oversees the effectiveness of the Enrichment Center and interacts with all students on a daily basis.

Qualifications

- Passion for working with children; ability to motivate and support children in reaching high levels of academic success
- High School diploma required
- At least 2 years of college or passing score on Rocketship's Paraprofessional Assessment
- Belief in the value of enrichment education for all children

- Previous experience or training working with youth
- Previous experience managing and/or teaching groups of elementary-age students is strongly preferred
- Content expertise preferred
- Excellent communication and interpersonal skills, with the ability to engage and work closely with a wide range of staff members
- Ability to learn laws, rules, practices and procedures related to public education and specific to Rocketship Public Schools
- Fluency in English
- Background check, TB test and fingerprinting required

OPERATIONS TEAM MEMBER

This position is responsible for ensuring that the day-to-day operations of lunch, recess, and arrival/dismissal at the school site run safely and smoothly. Furthermore, support staff members are also responsible for ensuring that students maintain appropriate behavior in all operational activities.

Qualifications

- Commitment to Rocketship's mission, vision, and goals
- Passion for working with children
- Previous experience managing and/or teaching groups of elementary-age students is strongly preferred
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Ability to learn laws, rules, practices and procedures related to public education and specific to Rocketship Education
- Basic fluency in English
- Flexibility and a willingness to learn
- Background check, TB test and fingerprinting required

ELEMENT F: HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.- Education Code Section 47605(c)(5)(F)

Rocketship maintains and regularly reviews and updates Board-approved policies and procedures designed to ensure the health and safety of its students and staff members including policies incorporated into the following handbooks and plans:

- Rocketship Education Employee Handbook, attached as Appendix 22
- Rocketship Education School Safety Plan, attached as Appendix 23
- Rocketship Public Schools Student/Parent Handbook, attached as Appendix 24

To ensure ongoing compliance with relevant federal and state laws and regulations, the above-referenced handbooks and plans are reviewed, updated, and presented to the Board each year for approval. The policy versions attached as appendices here are presented as examples of the policies and procedures that demonstrate a reasonably comprehensive description for Element F regarding Health and Safety.

PERSONNEL

In accordance with Education Code 47605(c)(5)(G)(i), employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Charter School shall monitor compliance with this policy on a regular basis. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. (See also Employee Handbook, Appendix 22)

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks and testing for individuals providing transportation services for students.

Rocketship also has a number of other personnel policies and procedures in place designed to ensure health and safety of both staff members and students, all contained in its Employee Handbook. Examples include, but are not limited to:

- Additional conditions for employment, including reference checks and tuberculosis screening, **pp. 19-20**
- Prohibitions on harassment, discrimination, and retaliation, **p. 10**
- Prohibitions on sexual harassment, **pp. 13-16**
- Lactation accommodation, **p. 18**
- Campus access and security protocols, **p. 46**
- Accident and incident reporting, **p.47**

- OSHA compliance, **p. 47**
- Workplace violence, **p. 53**
- First aid and CPR requirements, **p. 52**
- Mandated child abuse and neglect reporting and training obligations, **p.110**

SCHOOL SAFETY PLAN

In accordance with Education Code Section 47605(c)(5)(F)(ii), the Charter School has a School Safety Plan **("SSP")** that contains the safety topics listed in Education Code Section 32282(a)(2)(A)-(N), as further detailed below.

- *Section 32283(a)(2)(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.* **See SSP, pp. 78.** Please note that the policy included in the SSP is also contained in the Employee Handbook in Appendix 22. The Employee Handbook is approved by the Board during a meeting that falls subsequent to the SSP. To the extent that any of the policies contained in the Employee Handbook differ from those contained in the SSP, the latter version governs Rocketship's operations and the SSP will be updated accordingly the following year.
- *Section 32283(a)(2)(B) Disaster procedures, routine* **(see SSP, p. 8)** *and emergency* **(see SSP, pp. 10; 16-29),** *including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.)* **(see SSP, p. 15)**. *The disaster procedures shall also include, but not be limited to, both of the following:*
    - *(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom.* **See SSP, pp. 18; 39**
    - *(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.* **See SSP, p.14**
- *Section 32283(a)(2)(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.* **See SSP, pp. 83-107**
- *Section 32283(a)(2)(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.* **See SSP, p.99**
- *Section 32283(a)(2)(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.* **See SSP, pp. 84-89**
- *Section 32283(a)(2)(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code.* **See SSP, p.83**
- *Section 32283(a)(2)(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.* **See SSP, p.7**
- *Section 32283(a)(2)(H) A safe and orderly environment conducive to learning at the school.* **See SSP, p.5**
- *Section 32283(a)(2)(I) The rules and procedures on school discipline adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.* **See SSP, p.89**
- *Section 32282(a)(2)(J)-(K) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related*

functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community. **See SSP, pp. 24-28.**

- *Section 32282(a)(2)(L) Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school.* **See SSP, p.24**
- *Section 32282(a)(2)(M) Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.* **See SSP, p.40**
- *Section 32282(a)(2)(N) Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite* **See SSP, p.77**

The SSP shall be reviewed and updated by March 1 of every year by the Charter School.

The SSP shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the SSP shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

OTHER HEALTH AND SAFETY ASSURANCES

The assurances below are included as further examples of Rocketship's commitment to student and staff health and safety and ensuring compliance with all statutory requirements pertaining thereto.

IMMUNIZATIONS

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

MEDICATION IN SCHOOL

Rocketship will adhere to Education Code Sections 49423 and 49414 regarding administration of medication in school.

In accordance with Education Code Section 49414, the Charter School 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 applicable law, 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 Charter School will store the epinephrine auto-injectors in a secure but accessible, well-marked, unlocked location. Per AB 1651 (2023), the Charter School shall include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

VISION/HEARING/SCOLIOSIS

Students will be screened for vision, hearing, and scoliosis. Rocketship shall adhere to Education Code Section 49450 *et seq*. as applicable to the grade levels served.

DIABETES

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

SUICIDE PREVENTION POLICY

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

STUDENT RECORDS

The Charter School maintains policies and procedures for ensuring the safety of its student records. Rocketship's Director of Student Information Systems typically serves as the designated Custodian of Record for such records.

MENSTRUAL PRODUCTS

The Charter School shall stock the Charter School's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, as specified. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

ALL GENDER RESTROOMS

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

SCHOOL MEALS

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

WORKPLACE VIOLENCE PREVENTION PLAN

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

BLOODBORNE PATHOGENS

Rocketship shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board has established a written "Bloodborne Pathogens" policy designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

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

DRUG-FREE/SMOKE-FREE ENVIRONMENT

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

FACILITY

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

Rocketship complies with the requirement contained in Education Code Section 47610 by utilizing private facilities that are compliant with the California Building Standards Code. However, Rocketship reserves the right to build a facility in compliance with the Field Act or to request Field Act compliant facilities from the local school district in the future under Proposition 39 and its implementing regulations. Rocketship agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Rocketship shall conduct fire drills as required under Education Code Section 32001.

COMPREHENSIVE ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

BULLYING PREVENTION

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

SAFETY ACT

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

HOMICIDE THREATS

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

GUN SAFETY NOTICE

At the beginning of the first semester annually, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the CDE.

TRANSPORTATION SERVICES

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

EXTREME WEATHER POLICY

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT G: MEANS TO ACHIEVE STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted . – Education Code Section 47605(c)(5)(G)

Rocketship shall not discriminate against any student on the basis of any of the characteristics listed in Education Code Section 220, including immigration status. Furthermore, RRS shall strive, through recruitment and admission practices, to achieve a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, among its students that is reflective of the general population residing within the territorial jurisdiction of SCCOE.

Specifically, the means by which Rocketship will strive to achieve these balances are described below. This list is not meant to be exhaustive. Any such strategies will comport with all federal and state laws and Rocketship policies prohibiting discrimination in admission.

- Printing and distributing materials in English, Spanish, and any other languages reflecting the needs of the community.
- Cultivating strategic partnerships with community organizations that serve diverse constituencies.
- Recruiting and retaining a diverse, highly-qualified recruitment and community engagement staff that is primarily composed of individuals who reside in the local community.
- Holding focus groups with parents and community organizations in the local community.
- Employing an enrollment process that is well-publicized, scheduled, and adopted to include a timeline that allows for a broad-based application process.
- Developing and distributing promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of the County.
- Developing and distributing promotional and informational material that reaches out to families of students with special needs.
- Conducting continuous outreach activities throughout the community. These activities will be held at a wide range of times and locations to ensure that community members and Rocketship families have sufficient opportunities to attend.
- Conducting ongoing data-based research into the demographics of the County.

Rocketship shall, as part of its programmatic audit, analyze the success and/or weakness of its outreach initiatives. Rocketship shall utilize the data from the programmatic audit to make any necessary revisions to the outreach initiatives in order to correct student population imbalances.

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

"Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)."
- Education Code Section 47605(c)(5)(H)

RRS shall be an open enrollment and tuition-free public charter school and shall admit all pupils who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment into RRS. RRS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state.

In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School's recruitment and enrollment processes shall be as described herein. The Charter School shall maintain on its website instructions for applying and information on the public random drawing and enrollment processes, including all pertinent dates and deadlines, and hardcopies of all such instructions and information shall be provided upon request. Any procedures used to verify student residency must comply with state and federal law, and must not discriminate against students or prospective students based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or any other characteristic protected by law, or association with persons with any of these characteristics.

APPLICATION AND REGISTRATION PROCESS

The application process begins with the completion of a student interest form, which includes basic student and family identification information for the purposes of entry into public random drawing. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. RRS shall admit all students who wish to attend the Charter School, subject only to capacity. If the number of applications exceeds capacity for any grade level, RRS will hold a public random drawing as described below, to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

In order for students to be included in the public random drawing for admission to the Charter School (if a public random drawing is necessary), families must submit an application that includes only the student's name, grade, birthdate, and contact information for the family, including address, the current school that the student may attend, and whether a sibling attends the Charter School or other information in order to establish whether the student is entitled to admission preference. Prior to a public random drawing and before a student is offered admission, application materials shall be limited to general information necessary for admission processing and determining eligibility for admission preferences. Such materials shall not request or require information concerning protected characteristics of the student or parent/guardian, including but not limited to disability status or eligibility for services pursuant to IDEA or Section 504.

Upon selection for admission pursuant to public random drawing, the registration process will include documentation such as the following:

- Student enrollment form which contains student name, address, and other identifying and demographic information;
- Proof of immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum age requirements;
- Release of records[16]

LOTTERY POLICIES AND PROCEDURES

As described above, RRS will implement a public random drawing in the event that applications for enrollment exceed capacity. In accordance with Education Code Section 47605(e)(2)(B), enrollment preferences in the case of a public random drawing shall be allowed in the following order of preference:

- Siblings of students currently admitted to or attending RRS
- Children of employees of RRS (not to exceed 10% of total enrollment)
- Students who qualify for free or reduced price meals
- Residents of Franklin-McKinley School District
- Other California residents

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Public random drawing rules, deadlines, dates and times will be communicated on Rocketship's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. RRS will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

Each year, open enrollment begins in early November and remains open until the week of the lottery, typically conducted in late February or early March. Following completion of the lottery process, the enrollment process re-opens.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official. Separate lotteries shall

[16] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

be conducted for each grade in which there are fewer vacancies than students interested in attending. Enrollment preferences are handled sequentially. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list in the order of their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the school year. Students may also apply to RRS after the open application period and their applications will be held in abeyance for a subsequent lottery, as needed.

In no circumstance will a wait list carry over to the following school year. Rocketship will notify all wait list families when the next year's application becomes available. Students who remain on the wait list at the end of a given school year will have to submit a new application for the next school year.

Parents will be notified on application and enrollment forms and annually in the handbook that volunteerism is not required for acceptance to or continued enrollment at the Charter School.

ELEMENT I: STUDENT SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following….
-- Education Code Section 47605(c)(5)(I)

Rocketship's Suspension and Expulsion Policy is maintained in its Board-approved Student/Parent Handbook which, as discussed above in Element F, is attached and fully incorporated by reference as Appendix 24.

Rocketship's Suspension and Expulsion Policy is compliant with the federal and state constitutional procedural and substantive due process requirements listed in Education Code Section 47605(c)(5)(I), as further detailed below.

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story. **See Student/Parent Handbook, p. 41**

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights. **See Student/Parent Handbook, p. 42**

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. **See Student/Parent Handbook, p.42**

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). **See Student/Parent Handbook, p. 42**

Rocketship also maintains an Attendance and Truancy Policy in the Student/Parent Handbook that is attached as Appendix 24. The Attendance and Truancy Policy contains additional requirements pertaining to involuntary removals, which can be found on **p. 4 of the Student/Parent Handbook**.

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. **See Student/Parent Handbook, p. 42**

The full Suspension and Expulsion Policy is found in the 2026-27 Student/Parent Handbook in Appendix 24. In addition to the above requirements, the Suspension and Expulsion Policy also contains:

- Procedures for in-school suspensions **(p.37)**
- Homework assignments during suspension, in accordance with Education Code Section 47606.2 **(p.41)**
- Grounds for suspensions and expulsions **(p.38)**
- Full suspension procedures and student rights during suspension **(p.40)**
- Full expulsion procedures **(p.41)**
- Special procedures for expulsion hearings involving sexual assault or battery offenses **(p.42)**
- Special procedures for suspension or expulsion of students with disabilities **(p.42)**
- Procedures for students not yet eligible for special education services (**p.44)**
- Disciplinary records **(p.45)**

ELEMENT J: STAFF RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.
-- Education Code Section 47605(c)(5)(J)

All full-time employees of Rocketship will participate in a qualified retirement plan. All full-time employees will be offered a 403(b) program with a 3% match from RSED. Full-time certificated eligible employees may also participate in the State Teachers' Retirement System ("STRS"), and all part-time employees and full-time non-certificated employees will participate in the federal social security system. Rocketship employees may have access to additional Rocketship-sponsored retirement plans according to policies developed by the Board and adopted as Rocketship employee policies. Rocketship Education's Human Resources team, in conjunction with the principal, ensures that appropriate arrangements for coverage have been made.

Rocketship employees also have the option of participating in the Charter School's medical, dental, and vision insurance plans. All employees and applicants for employment are notified of their benefits options.

For more details on benefits offered to Rocketship employees, please see the Employee Handbook, attached as Appendix 22.

ELEMENT K: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. -- Education Code Section 47605(c)(5)(K)

No student may be required to attend RRS. Students who reside within FMSD who choose not to attend the Charter School may attend other District schools or pursue an intra- or inter-district transfer in accordance with existing District enrollment and transfer policies.

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

ELEMENT L: EMPLOYEE RETURN RIGHTS

Governing Law: *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.-- Education Code Section 47605(c)(5)(L)*

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

Sick and vacation leave, and/or years of service credit, from the County shall not be transferred to Rocketship Education. Employment by Rocketship Education provides no rights of employment at any other entity.

The Charter School acknowledges that employees are not required to engage in collective bargaining but they have that right if they choose to do so. The Charter School further acknowledges that only the County has the authority to determine whether a collective bargaining agreement is controlling. Charter School staff shall not continue to earn service credit in a school district while employed at the Charter School.

Further, in the case of closure of RRS, RRS employees shall have no rights of employment/transfer to any other Rocketship school or entity, any school district, the County, or any other employer.

For more details on employee rights at Rocketship, please see the Employee Handbook, attached as Appendix 22.

ELEMENT M: DISPUTE RESOLUTION PROCESS

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter."
- Education Code Section 47605(c)(5)(M)

Disputes Between the SCCOE and the Charter School

The Charter School and SCCOE will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. All timelines and procedures in this section may be revised upon mutual written agreement of authorized representatives of SCCOE and the Charter School..

If either the Charter School or SCCOE determines that a violation of the Charter or any other applicable law may have occurred or a problem has arisen related to the operation of the Charter School and/or SCCOE's oversight obligations, or a dispute otherwise arises between SCCOE and the Charter School, the following procedures shall be followed to resolve the dispute:

(1) Should either party determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and SCCOE may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations, or take action as it deems necessary.

(2) In the event that SCCOE believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 46707, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a prerequisite to the SCCOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the SCCOE may choose, in its sole discretion, to proceed directly with the revocation procedures as set forth in Education Code Section 47607 and its implementing regulations or may choose to participate in all or part of the dispute resolution procedures set forth below.

(3) If the violation or issue in question does not constitute a severe and imminent threat and SCCOE has not decided to commence revocation procedures without following this dispute resolution procedure, either party will provide written notification of the violation or issue ("the Dispute Statement") and refer the issue to the SCCOE Superintendent and Charter School Regional Director, or their respective designees. The date that this written notice is provided or sent shall be the "Notice Date." Upon issuance of the Dispute Statement, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Notice Date, or as mutually agreed upon by both parties. The SCCOE representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be the Charter School's Regional Director or Regional Director's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties may proceed to step 4 or take any other action they deem appropriate in response to the dispute.

(4) If the dispute is not resolved in accordance with the procedures through Step 3, either Party will have been deemed to have exhausted the administrative remedies within the Charter and may pursue any alternative legal options for resolution, including, SCCOE may commence revocation

of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law..

The Charter School Board will adopt policies and processes for airing and resolving disputes, other than those between the SCCOE and the Charter School which are covered above. Parents, students, Board members, volunteers and staff at the Charter School will be provided with a copy of the Charter School's policies and internal disputes process.

SCCOE will refer all disputes or complaints it receives not related to a possible violation of the Charter or law, or to the operation of the Charter School or SCCOE's oversight obligations to the Charter School's Regional Director for resolution according to the Charter School's internal dispute resolution process. SCCOE may choose to submit disputes it receives that are related to possible violations of the Charter or the law or to the operation of the Charter School or SCCOE's oversight obligations to the Charter School's Regional Director for resolution according to the Charter School's internal dispute resolution process. Should SCCOE receive a complaint regarding the Charter School that is referred to the Charter School for investigation and/or resolution, the Charter School shall provide the SCCOE with updates regarding the Charter School's investigation and resolution of the matter upon request from SCCOE and upon resolution of the complaint or issue. In the event that the Charter School's adopted policies and processes fail to resolve the dispute, SCCOE agrees not to intervene in the dispute without the consent of the Charter School's Board unless the matter relates to a possible violation of the Charter or law or to the operation of the Charter School or SCCOE's oversight obligations.

Notice of Violation and Opportunity to Remedy Internal Disputes

For any material violation of the conditions, standards, or procedures set forth in the Charter or the terms of the Agreement, SCCOE shall provide notice of violation, opportunity to remedy, and revoke the Charter as set forth in Education Code Section 47607 and its implementing Regulations.

Internal Disputes

All internal Rocketship disputes will be handled internally and will be governed by RSED's adopted policies. Rocketship maintains a Uniform Complaint Policy and Procedures and Title IX complaint procedures as required by state and federal law, respectively. Parents, students, Board members, volunteers, and staff at Rocketship shall be provided with a copy of the Charter School's policies and internal dispute resolution process. SCCOE will promptly refer all disputes not related to a possible violation of the charter or law to Rocketship.

ELEMENT N: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.
--Education Code Section 47605(c)(5)(N)

The Charter School shall comply with the applicable elements of California Code of Regulations, Title 5, Sections 11962 and 11962.1 and any other applicable legal requirements for closure of a charter school and the following requirements. The closure procedures set forth herein shall be collectively referred to as the "Closure Protocol." The official action by the Charter School's Board documenting the closure of the Charter School for any reason will be referred to as the "Closure Action."

A. Charter School shall identify an entity and person(s) responsible for closure- related activities and each notice required below shall include information on the responsible person and entity and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.

B. The Charter School Board shall provide written notification to the SCCOE of the determination of the Closure Action and of the effective date of the closure, and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure as a charter school within 72 hours of the Closure Action..

C. The Charter School shall provide written notification to the home districts of the list of returning students within 10 calendar days..

D. The Charter School shall provide written notification of the Closure Action and the effective date of closure of the Charter School to the California Department of Education, the Charter School's SELPA, and the retirement systems in which Charter School's employees participate by registered mail within 10 calendar days.

E. On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

F. This notice to the parents and students will be provided within 10 calendar days of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and specific information on completed courses and credits that meet graduation requirements.

G. Charter School will provide parents, students and the receiving school districts with copies of all appropriate student records. All transfers of student records will be made in compliance with FERPA. As permitted by each student's district of residence, the Charter School shall transfer all appropriate student records to the district of residence, or the district to which the student is transferring if requested by the parent/guardian. The Charter School will ask SCCOE to store original records of Charter School students for which the district of residence/district of attendance is not known or will not accept the records. If SCCOE will not or cannot do so, the Charter School will work with SCCOE to determine a suitable

alternative location for storage. All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

H. As soon as is reasonably practical, but no later than 90 days after the latter of the Closure Action or the effective date of the closure, the Charter School shall prepare final financial records. The Charter School's independent audit completed by an independent auditor who meets the qualifications to perform Charter School's annual audits, as soon as is reasonably practical, but in no case later than six months after closure, and provide the audit report to SCCOE promptly upon completion. The auditor and audit shall comply with all of the requirements for Charter School's annual audit as set forth in the Charter. Any costs for the audit incurred by SCCOE shall remain a liability of Charter School until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by the Charter School shall be the responsibility of the Charter School and not SCCOE. The Charter School understands and acknowledges that the Charter School will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source.

I. For six calendar months from the latter of the Closure Action or the effective date of the closure, sufficient staff as deemed appropriate by the Charter School Board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.

J. In addition to the final audit, the Charter School shall also submit any required year- end financial reports to the California Department of Education and SCCOE in the form and timeframe required.

K. If Rocketship Education does not operate any other charter school other than the Charter School, the corporation will be dissolved according to its Bylaws.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof.

Any assets acquired from the SCCOE or SCCOE property will be promptly returned to the SCCOE upon the Charter School's closure. The distribution shall include the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of Charter School will be liquidated and all creditors will be paid first. On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

As RRS is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations

Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

BUSINESS OPERATIONS

Governing Law: *The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. -- Education Code Section 47605(h)*

BUDGETS AND CASH FLOW

The following documents are attached as Appendix 3:

- A projected multi-year budget;
- Cash flow and financial projections;
- A narrative describing the above.

These documents are based upon the best data available to the Petitioners at this time. SCCOE will owe in-lieu property tax payments to the Charter School pursuant to Education Code Section 47635.

The attached budget assumes that these payments will be made timely by the Authorizer as required by Education Code Sections 47635 and 42238.02. The program outlined in the petition is predicated, among other things, on the Authorizer meeting its obligation to provide in-lieu property tax payments in a timely fashion and the State of California maintaining at least the funding rates per pupil contained in the 2026-27 fiscal year budget.

FINANCIAL REPORTING

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

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County Office of Education, State Controller, and State Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the Authorizer shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the Authorizer as required by law and as requested by the Authorizer including, but not limited to, the following: California Basic Educational Data System ("**CBEDS**"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("**SARC**"), and the LCAP.

The Charter School agrees to and submits to the right of the Authorizer to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the Authorizer.

INSURANCE

Rocketship shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. SCCOE shall be named as an additional insured on all policies of the Charter School.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the charter school are to be provided. -- Education Code Section 47605(h)

Administrative services will be managed in-house and contracted with appropriately qualified and/or credentialed (as necessary) outside providers to address all administrative services. Please see above Element D for the role of Rocketship Education as the primary provider of administrative services. The Charter School does not anticipate purchasing any services from the County, but reserves the opportunity to include a review of County services and pricing as the Charter School deems appropriate.

Selection of contractors includes a rigorous screening process. In the case where a contractor is paid for by federal funds, the Charter School shall follow applicable federal guidelines.

FACILITIES

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. – Education Code Section 47605(h).

Location. RRS is located at 3173 Senter Rd, San Jose, CA 95111. The Charter School plans to remain located at this site through the term of this renewal. The facility was originally constructed for RRS's specific program and has been carefully maintained and updated throughout RRS's occupancy.

IMPACT ON THE COUNTY

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. -- Education Code Section 47605(h).

RRS is operated by RSED, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). The specific purposes for which the corporation is organized are for the operation of public charter schools for educational services in accordance with the Education Code Section 47600, *et seq*.

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law.

The Rocketship Education Articles of Incorporation and Bylaws are attached as Appendix 18 and Appendix 19, respectively. Rocketship Education shall work diligently to assist the Authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the Authorizer shall not be liable for the operation of RRS.

Further, RSED and the Authorizer intend to enter into a memorandum of understanding or contract which shall provide for indemnification of the Authorizer by RSED. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. The Authorizer shall be named an additional insured on the general liability insurance of RRS.

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

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

CONCLUSION

By approving the renewal of this charter, the Santa Clara County Board of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve student learning; increase learning opportunities for all students, with special emphasis on expanded learning opportunities for all students who are identified as academically low-achieving; create new professional opportunities for teachers; provide parents and students with expanded choices in education; and be following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently but cooperatively with the Authorizer to set the gold standard for charter schools. To this end, the Petitioners pledge to work cooperatively with the Authorizer to answer any concerns over this document and to present the Authorizer with the strongest possible proposal for establishment of a charter for a five-year term to begin July 1, 2027. In order to comply with rigorous Authorizer charter approval requirements, the Petitioners have attached a comprehensive series of detailed appendices. These appendices, with the exception of the Budget included as Appendix 3, are not intended to be incorporated by reference into the petition, but are provided to ensure that the Authorizer has a full and accurate understanding of the scope of the charter proposal and the means by which the Petitioners intend to achieve the academic results outlined in the charter.

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